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ABSTRACT

This collation of national reports pertains to the theme "Education and Development." Thirty-nine member organizations of the World Confederation of Organizations of the Teaching Profession (WCOTP) responded to an inquiry into participating countries' policies, practices, and ideas concerning education as a factor in development, education about the needs of developing countries, and education about international development issues. Topics discussed by each country include: (1) non school public education programs; (2) teacher education; (3) teacher organizations; and (4) teaching about national and international development issues. The responses to each question are listed by country and its representative organization. Replies are in the language in which they were submitted (English, French, or Spanish). (CJ)

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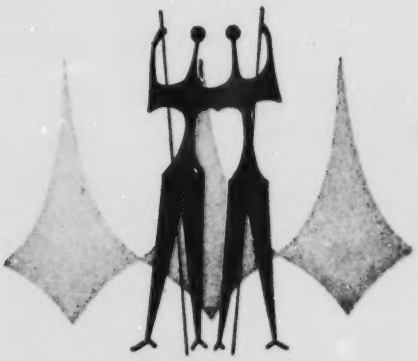
XXVIII Assembly of Delegates
XXVIII Assemblée des délégués
XXVIII Asamblea de delegados
XXVIII Assembléia de Delegados

4 - 9 August
4 - 9 Août
4 - 9 Agosto
4 - 9 Agosto

EDUCATION AND DEVELOPMENT
EDUCATION ET DEVELOPPEMENT
LA EDUCATION Y EL DESARROLLO



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CONFEDERATION MONDIALE DES ORGANISATIONS DE LA PROFESSION ENSEIGNANTE
CONFEDERACION MUNDIAL DE ORGANIZACIONES DE PROFESIONALES DE LA ENSENANZA
CONFEDERAÇÃO MUNDIAL DAS ORGANIZAÇÕES DE PROFISSIONAIS DO ENSINO

EDUCATION AND DEVELOPMENT

National Reports on the Theme for 1980

EDUCATION ET DEVELOPPEMENT

Rapports Nationaux sur le Thème de 1980

LA EDUCACION Y EL DESARROLLO

Informes Nacionales Sobre el Tema de 1980

WCOTP MEMBER ORGANIZATIONS WHICH PARTICIPATED IN THE STUDY

Bangladesh College Teachers' Association (BCTA)	BANGLADESH
Belize National Teachers' Union (BNTU)	BELIZE
**Confederação dos Professôres do Brasil (CPB)	BRAZIL
Canadian Teachers' Federation (CTF)	CANADA
Danmarks Laererforening (DL)	DENMARK
Assistant Masters and Mistresses Association (AMMA)	ENGLAND + WALES
National Association of Teachers in Further and Higher Education (NATFHE)	ENGLAND, WALES + NORTHERN IRELAND
Fiji Teachers' Union (FTU)	FIJI
Opettajien Ammattijärjestö (OAJ)	FINLAND
* Syndicat National des Enseignements de Second Degré (SNES)	FRANCE
Deutscher Lehrerverband (DL)	GERMANY
Ghana National Association of Teachers (GNAT)	GHANA
All India Federation of Educational Associations (AIFEA)	INDIA
* Israel Teachers Union (ITU)	ISRAEL
Syndicat National de l'Enseignement Primaire Public de Côte d'Ivoire (SNEPPCI)	IVORY COAST
Jamaica Teachers Association (JTA)	JAMAICA
Japan Education Association (JEA)	JAPAN
Japan Teachers' Union (JTU)	JAPAN
Syndicat des Enseignants des Ecoles privées (SEEP)	LEBANON
National Union of the Teaching Profession, Malaysia (NUTP)	MALAYSIA
* Movement of United Teachers (MUT)	MALTA
New Zealand Educational Institute (NZEI)	NEW ZEALAND
Nigeria Union of Teachers (NUT)	NIGERIA
Norsk Laererlag	NORWAY
Norsk Lektorlag	NORWAY
National Alliance of Teachers and Office Workers (SMP-NATOW)	PHILIPPINES
Korean Federation of Education Associations (KFEA)	Rep. OF KOREA
African Teachers' Association of South Africa (ATASA)	Rep. of S. AFRICA
Federación de Trabajadores de la Enseñanza (FETE-UGT)	SPAIN
All Ceylon Union of Teachers (ACUT)	SRI LANKA
Svenska Facklärarförbundet (SFL)	SWEDEN
Sveriges Lärarförbundet (SL)	SWEDEN
Schweizerischer Lehrerverein (SLV)	SWITZERLAND
China Education Society (CES)	TAIWAN
* Private School Teachers' Association of Thailand (PSTAT)	THAILAND
Trinidad and Tobago Teachers' Union (TTTU)	TRINIDAD + TOBAGO
National Education Association of the United States (NEA)	UNITED STATES
Veće Saveza Sindikata Jugoslavije (VSSJ)	YUGOSLAVIA
International Federation of Secondary Teachers (Fédération Internationale des Professeurs de l'Enseignement Secondaire Officiel (FIPESO)	CONSTITUENT FEDERATION

* Received after completion of the report. A copy of the reply is available from WCOTP.

** A copy in Portuguese is available from WCOTP.

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In this collation of national reports, the responses to each of the questions from the inquiry outline are listed by country and the initials of the organisations. The replies appear in the languages in which they were submitted.

DEC 4 1980

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INQUIRY OUTLINE

EDUCATION AND DEVELOPMENT

INTRODUCTION

This is an inquiry into:

- *education as a factor in development, a declared priority of developing countries, as stated, for example, in the declaration on the International Development Strategy (1970);*
- *education about needs of developing countries, inquiring in particular into the extent of such education in industrialized countries;*
- *education about international development issues, including questions raised in both developing and industrialized countries about economic relations in today's world.*

Within each of these separate but related facets of the theme there are wide divergences of opinion amongst educators, as well as economists, sociologists and political leaders. Taking into account this diversity of opinion, the questions which follow are intended to provide a framework for the inquiry. However, comments and views on any aspect of education and development not included in the questions would be most welcome.

A particular effort has been made to ensure that the inquiry is relevant to member organisations in both developing and industrialized countries. Please feel free to answer those questions from Part I and II which you consider relevant to your situation, plus all of Part III.

In general, we are seeking three kinds of responses:

(a) information about the actual situation and experience in your country;

(b) information about existing policies of your organisation related to the theme, and

(c) ideas and suggestions which will form the basis for the theme resolution and thus for future action by WCOTP and its member organisations.

****

EDUCATION ET DEVELOPPEMENT

INTRODUCTION

Le présent questionnaire porte sur:

- *l'éducation en tant que facteur de développement, priorité déclarée des pays en voie de développement, comme il a été indiqué par exemple dans la déclaration relative à la stratégie internationale pour le developpement (1970)*

- *l'éducation concernant les besoins des pays en développement, et en particulier le champ de cette éducation dans les pays industrialisés;*
- *l'éducation concernant les besoins des pays en développement, et en particulier le champ de cette éducation dans les pays industrialisés;*
- *l'éducation concernant les questions de développement international, y compris les questions posées dans les pays en développement comme dans les pays industrialisés au sujet des relations économiques dans le monde d'aujourd'hui.*

Dans le cadre de chacun de ces aspects distincts, mais apparentés, du thème, il y a de larges divergences de vues entre les éducateurs, de même qu'entre les économistes, les sociologues et les chefs politiques. Compte tenu de cette diversité d'opinion, les questions qui suivent sont destinées à constituer un cadre d'enquête. Cependant, toutes observations et opinions concernant tout aspect de l'éducation et du développement qui n'est pas abordé dans le présent questionnaire, seront très appréciés.

O s'est efforcé tout particulièrement de faire en sorte que le questionnaire soit valable pour les organisations membres des pays en développement comme des pays industrialisés. Vous avez la faculté de répondre à l'ensemble des parties I, II et III, ou bien de ne répondre qu'aux questions des parties I et II qui, à votre avis, s'appliquent à votre situation et à l'ensemble de la partie III également.

D'une manière générale, nous souhaitons obtenir trois types de réponse, à savoir:

(a) des renseignements sur la situation et l'expérience effectives de votre pays;

(b) des renseignements sur les politiques actuelles de votre organisation dans le domaine du thème; et

(c) des idées et des suggestions qui puissent servir de base pour l'élaboration de la résolution sur le thème et, ainsi, pour l'action future de la CMOPE et de ses organisations membres.

****

EDUCACION Y DESARROLLO

INTRODUCCION

El presente cuestionario se refiere a:

- *la educación como un factor del desarrollo, considerado como una prioridad en los países en desarrollo, como se indica, por ejemplo, en la Declaración sobre la Estrategia para el Desarollo Internacional (1970);*
- *la educación sobre las necesidades de los países en desarrollo, investigando en particular en la amplitud de esta educación en los países industrializados;*
- *la educación sobre cuestiones de desarrollo internacional, comprendidas las cuestiones planteadas en países industrializados y en desarrollo sobre las relaciones de intercambio del mundo actual.*

Dentro de cada uno de esas apartadas facetas del tema, relacionadas entre sí, las divergencias de opinión entre los educadores son muy amplias, así como entre los economistas, sociólogos y líderes políticos. Teniendo en cuenta esas diversidades de opinión, las preguntas que se hacen a continuación pretenden proporcionar un marco al cuestionario. No obstante, se agradecerá todo comentario u opinión sobre cualquier aspecto de la educación y el desarrollo que no figure en el cuestionario.

Nos hemos esforzado por lograr que las preguntas del cuestionario sean adecuadas para las organizaciones de los países industrializados y en desarrollo. Les agradeceremos que se sientan en libertad para contestar a las preguntas de las Partes I, II y III, o a las preguntas de las Partes I y II que estimen pertinentes y propias de su situación, así como a todas las preguntas de la Parte III.

En general buscamos tres clases de respuestas:

(a) información sobre la situación actual y la experiencia en su país;

(b) información sobre las políticas vigentes de su organización relacionadas con el tema; y

c) ideas y sugerencias que constituyan la base para la resolución sobre el tema y, en consecuencia, para la acción futura de la CMOPE y sus organizaciones miembros.

INTRODUCTORY REMARKS

CANADA - CTF

No country can claim to be finally "developed". The challenges of scientific discovery, an over-stressed environment, resource shortages and demographic change are constantly exposing technological and cultural inadequacies in even the most sophisticated societies. In that most basic of social competencies, the art of living together in harmony and fairness, no nation can claim to have achieved a satisfactory level of development.

Development is much more than the creation of material prosperity. It involves intangible but real considerations, such as individual self-esteem, the quality of social life, equality of opportunity, personal autonomy and cultural identity. It is of course evident that economic improvement must be one of our foremost concerns. One simply cannot create or enjoy cultural self-fulfilment in conditions of poverty and physical deprivation. It is no accident that the great philosophers, scientists, poets, dramatists, artists and musicians of the past were for the most part blessed with independent means or rich patrons. The first goal must be to improve the economic condition of people to the point where they can live a life free from want, disease and fear. But to accomplish that is only to lay a foundation. In the larger sense of the word, we all live in developing countries.

It is in that spirit that this paper attempts to answer some of the questions posed in the questionnaire on the theme of the 1980 WCOTP Assembly. Because we find the distinction between "developing" and "industrialized" countries too categorical, we have attempted to answer questions in all three sections. Some of the questions are grouped, some are answered singly; some are answered with generalities, and some in specific terms. For some we find that we have no answer to offer.

ENGLAND - NATFHE

i) The National Association of Teachers in Further and Higher Education, which is the major trades union and professional organisation for teachers in public sector post-school education in England, Wales and N.Ireland welcomes the opportunity to report on the WCCTP theme for the 1980 Assembly, "Education and Development". Development is an extremely complex concept when applied to industrialized nations, involving the modification of existing educational, social, economic and political strategies and programmes, whereas in developing countries it is concerned with economic take-off and the building of appropriate political, social and economic structures.

ii) The concept of development put forward in the WCOTP Inquiry Outline relates primarily to developing countries and their educational systems, although substantial areas do relate to the domestic policies

of all countries represented in the WCOTP. The Association has taken the view that most of the questions in Section I of the Inquiry Outline relate to educational, social and economic development within the home countries of the respondents, and sections II and III of the Outline relate to the problems and needs of developing nations.

iii) The Association's response follows closely the structure of the Inquiry Outline. In response to each question, separate paragraphs cover secondary education, teacher education or further and higher education as appropriate. The Association's main areas of concern are further and higher education, including teacher education, and this should be taken into account in reading the following responses.

SCOTLAND - EIS

The WCOTP questionnaire makes no distinction between developed and developing countries, confuses educational aims with socio-economic aims, appears to assume that there is some kind of consensus among teachers on the political issues involved and attributes to teachers and their unions a collective influence on governments in the direction of policy towards the developing countries which they do not have. The questions it asks are, consequently, mostly irrelevant or meaningless.

While agreeing that the economic and social development of the countries of the third world is of global importance, the Institute cannot agree that a synthesis of the answers to WCOTP's questions can do much either to illuminate the problems or contribute to a solution of them. This paper attempts, instead, to look at the issues in practical, general terms bearing in mind that teachers are neither omniscient nor omnicompetent but that in the course of teaching schoolchildren the subjects they are qualified to teach, they may also give them knowledge and understanding of the condition of the modern world and help them in the process to grow in simple human goodness which the advancement of the human condition requires more even than knowledge and understanding.

UNITED STATES - NEA

It is difficult to answer the WCOTP questionnaire on Education and Development, since the questionnaire is directed to a developing country with a national system of education. The United States has no national system of education. The responsibility for providing public education lies chiefly with each of the 50 state governments. No provision for education appears in the Constitution of the United States, but the Tenth Amendment of that Constitution declares that "the powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people". This statement is the authority for state responsibility for free public education. The federal government can and does help support public education on the basis of other constitutional provisions. The lack of a central national authority, or a prescribed pattern for administrative organisation of the schools, has resulted in a variety of plans in the 50 states.

All of the constitutions of the states mention responsibility for the establishment and maintenance of public schools. Since each of the 50 states determines its own way of discharging this responsibility, local provisions vary. However, in spite there being 50 different systems of education, the systems are very similar.

A further variant of the United States system is that the states are divided into various numbers of geographical areas, called school districts, which are generally independently governed by school boards. Responsibility for education at the district (local) level is in the hands of the local school board and the local community.

The United States, as every other nation in the world, is in constant development. Whereas some countries may have developed more than others in certain technical, scientific, and economic aspects the factor remains that all countries are in development.

The world has for purposes of identification been divided into four worlds. The first world is supposedly composed of the highly industrialized and technical societies. The second world is the communist world. The third world comprises the countries in development. The fourth world is composed of the 25 poorest countries on earth. But all nations are in some state of their development process.

Within these contexts, the theme "Education and Development" is applicable to the United States, although it is a highly technical and industrial society.

YUGOSLAVIA - VSSJ

1. The Socialist Federal Republic of Yugoslavia is one of the organizers and active participants in the Non-aligned Movement, the majority of whose members are the developing countries. In domestic and foreign policy, it strives for the overcoming of economic inequality. Education introduces into its philosophy, goals, other basic aspects of its system and its development plans, tasks and meanings which contribute to the achievement of its great role in the development of the economy and society, and its role of fostering feelings of solidarity with all peoples of the world, especially those whose economy is not sufficiently developed.

2. The WCOTP questionnaire approaches problems of education thoroughly and in a generally acceptable way. Nevertheless, we can discern certain specific ideas of its authors in the formulations of some of the queries and especially of some of the sub-headings. Bearing this in mind, it is hardly possible to give always simplified answers to the questions. It was sometimes necessary to avoid certain sub-headings and we had to provide alternative classifications. This was necessary because Yugoslavia is a multinational country and as far as the concept of "power" at all levels of the self-management system is concerned, it differs substantially from the corresponding concepts existing in other countries.

PART I : *Education as a factor in development*

1. (a) *Is the extension of educational opportunities a stated goal of national development plan?*

PARTIE I : *L'éducation en tant que facteur du développement*

1. (a) : *L'élargissement des possibilités d'éducation est-il un objectif déclaré des plans de développement nationaux?*

PARTE I : *La educación como un factor del desarrollo*

1. (a) *Entre los planes nacionales de desarrollo, ¿figura como objetivo la ampliación de las oportunidades de educatión?*

BANGLADESH - BCTA

Yes. In order to get rid of multifarious national problems viz eradication of 'mass illiteracy', 'mass poverty', quickening slow rate of economic development, effective check of unplanned population explosion, more funds are being made available for extension of educational opportunities in the national 5-Year Development Plan 1980-85.

BELIZE - BNTU

Yes.

BRAZIL - CPB

Theoretically, yes. Education is compulsory between the ages of 7 and 14. It aims at providing equal opportunities for all, bringing about social progress and the participation of all in the common wealth. In the 1st and 2nd grades it proposes to provide the members of the community with the necessary work qualifications and to prepare them for an active participation in the life of the community. In what concerns the adults, it proposes to increase school attendance, improve and modernize the system.

CANADA - CTF

In Canada, the years from six (6) to eighteen (18) are generally regarded as the "school years". The great majority of young people enter the work force at the end of that period. The goal in recent years has been to ensure that all children have access to a continuous, smoothly-articulated, comprehensive programme which will offer to each individual an appropriate mix of vocational preparation, preparation for further learning, personal and cultural development, and schooling in the skills needed for responsible decision-making as an adult citizen, worker and family member.

ENGLAND - NATFHE

There is no general stated goal for the extension of educational opportunities as part of national development plans. The 1944 Education Act proposed a system of education extending from nursery education through to the education of adults. However, a number of aspects of this Act have not been implemented, and many subsequent amendments of both legal requirements and government policy have been made. Most governments since 1944 including the present government, have included in their publicised objectives reference to the development of educational opportunity, the development of students' or pupils' individual needs, or the

role of education in society. However, the degree to which action has taken place on these objectives has varied very significantly.

FIJI - FTU

Yes. The aim is to provide a balanced programme of education for all citizens in accordance with national needs.

FINLAND - OAJ

Yes.

GERMANY - DL

In 1970, a Joint Commission of the Federal Government and the Governments of the 'Länder' took up its work and made its proposals in 1972. The adaptation of these first proposals to conditions after 1975 is still under way.

GHANA - GNAT

The extension of educational opportunities is a stated goal of national development plans. In addition to the various reports accepted by government since 1961, there is a constitutional provision categorically spelt out in the Constitution of the Republic of Ghana that "The Government shall endeavour to provide equal and adequate educational opportunities in all fields and at all levels for the people of Ghana".

INDIA - AIFEA

Yes.

IVORY COAST - SNEPPCI

L'éducation doit favoriser le développement et le développement assurer la pertinence des choix les plus conformes à l'épanouissement intégral de l'individu. Ces deux concepts sont en corrélation très étroite. C'est la raison essentielle qui a déterminé la Côte d'Ivoire à faire de "l'éducation pour le développement" son credo politique. L'illustration de cette préoccupation est fournie par les initiatives prises par les pouvoirs publics au lendemain de la proclamation de l'indépendance politique du pays, pour sensibiliser les populations et mobiliser leurs efforts. Si l'Ivoirien est fier de l'indépendance politique de son pays, il est conscient du fait que cette indépendance politique est peu de chose si elle n'est pas assortie de l'indépendance économique. Sont concernés par les programmes en matière de développement les secteurs scolaire et universitaire, l'éducation permanente des jeunes et des adultes de deux sexes, les problèmes spéciaux du monde rural.

JAMAICA - JTA

Yes.

JAPAN - JEA

The extension of educational opportunities in Japan since the end of World War II has been phenomenal. In these years lower secondary education was made compulsory in addition to elementary education; the pre-

school education at kindergartens and day nurseries and upper secondary education were made quasi-compulsory; university and junior college education was expanded; technical and vocational education by various schools was improved and advanced, and opportunities for adult education were increased. The governmental and non-governmental agencies which are responsible for education at various levels as mentioned above have always played an important role in national development plans. However, the post-war development of Japan has necessarily put emphasis on economic development, and has thus brought about the concentration of population in urban centres, environmental pollution, deterioration of school environment, etc. The Economic and Social Development Plan of 1967 may be termed a step to implement the new policy concept of national development taking these factors into consideration.

LEBANON - SEEP

Officiellement, oui. En pratique, plus ou moins. Il y a trois genres d'école: gouvernementale (gratuite); privée (payante); privée (gratuite) niveau primaire et moyen.

MALAYSIA - NUTP

The Third Malaysia Development Plan (1976 - 1980) outlines new economic and development projects which necessitate the formulation of new policies for implementation. Accordingly, all educational projects have to be implemented in line with the new policies as stipulated in the Plan. The education and training objectives under the Plan are:

(i) the continued implementation in stages of Bahasa Malaysia (national language) as the main medium of instruction at all levels;

(ii) the development of personality, character and good citizenship and the promotion of moral discipline through curriculum and extra-curriculum activities;

(iii) narrowing the gap in educational opportunities between the rich and poor, and among the various regions and races in the country through a more equitable distribution of resources and facilities;

(iv) the orientation and expansion of the education and training system towards meeting natural manpower needs, especially in science and technology;

(v) the improvement of the quality of education in order to reduce wastage and increase its effectiveness for nation building, and

(vi) the expansion of research, planning and implementation capacity to meet the above objectives.

NEW ZEALAND - NZEI

Education in New Zealand is free, compulsory and secular in nature.

NIGERIA - NUT

Yes, it is stated in the National Policy on Education in the Second Development Plan.

NORWAY - Norsk Lektorlag

Our national development plans all include further extension of educational opportunities as an integral part.

- Norsk Laererlag

Because of the fact that only some of the children under the age of 7 have the opportunity to join kindergartens, and not every student between the age of 16 and 19 has the opportunity to go to a secondary school, it is a stated goal of the national development plan for education to increase the number of places available in these schools.

PHILIPPINES - SMP

Extension of educational opportunities is a stated goal of the National Economic Development Authority Plan on Education which states that, "central to the development of human resources, education will be progressively reoriented towards equalizing educational opportunities, achieving universal literacy and promoting the economic, social, cultural and political goals of the country.

REPUBLIC OF KOREA - KFEA

The Constitution of the Republic of Korea provides that every citizen is guaranteed an equal opportunity for education. Article 27 of the Constitution reads as follows: "All citizens shall have the right to receive equal education according to their ability." The Education Law, enacted in October 1949, sets forth in more detail the importance of extending educational opportunites in accordance with the spirit of the Constitution: "In order to guarantee equal opportunity for education to all, each according to his aptitude, the national and local government agencies shall carry out the following measures:

(1) schools shall be distributed equitably in terms of locality and kind;

(2) scholarships and grants for school expenses shall be provided for the talented but needy students;

(3) extension of evening classes, seasonal courses, part-time classes and other special programmes shall be made for the education of employed people."

The necessity of the extension of educational opportunities is also reflected in the Fourth Five-Year Economic Development Plan as well as in the long-range development plans.

REPUBLIC OF SOUTH AFRICA - ATASA

Yes

SPAIN - FETE

No hay ampliación en las oportunidades de la educación.

SRI LANKA - ACUT

Yes, due especially to an accelerated development programme initiated.

TAIWAN - CES

It is generally recognized that education is the cornerstone of a country to promote its national development.

The manpower needed for economic and social reconstruction must be trained under a long-range educational programme. The education in the Republic of China is based upon the Three Principles of the people, that is, an education should be ethical, democratic and scientific in order to elevate the level of knowledge for all the citizens and glorify the Chinese cultural heritage. To keep in live with the changing socio-economic structure of the nation from agriculture to industry, and to cope with future projected expansion, plans for long-range educational development are being mapped out. The ultimate aim is to develop human resources for the reconstruction of Taiwan as a bastion of national recovery.

The mission of cultural and educational development is two-fold: to cultivate talented youths for the country and to assure healthy personalities for citizens. In cultivating talented youth, we must gear education to the needs of national reconstruction. In molding healthy personalities, we must educate students to become good citizens of upright character and patriotism in addition to giving them practical knowledge.

The basic task of the present is to perfect primary and secondary school education, to supervise the implementation of the Five-Year Plan for Developing and Improving Compulsory Education, and to strengthen special education for mentally retarded and gifted children. New textbooks will be adopted this autumn. We hope the contents are improved, but are prepared to make periodic reviews. We have decided to continue stepping up our science subject experiments for primary and secondary schools in coordination with the nation's long-range science development.

TRINIDAD & TOBAGO - TTTU

Yes.

UNITED STATES - NEA

To provide and to extend educational opportunities is a goal of all state plans. It was the public schools that took the sons and daughters of millions of immigrants and provided an opportunity for education and for advancement. The public schools of the United States have been the unifying instrument. In the last two decades there has been a concerted effort to extend further opportunities to all minority and disadvantaged groups.

We now recognize that educational opportunity also includes providing bilingual education and the encouragement of the languages and cultures of the various ethnic groups in the United States.

YUGOSLAVIA - VSSJ

In political documents such as the Constitution of the SFRY, the republics and autonomous provinces, the mid-term and annual plans of social, economic and educational development, the educational laws as well as in our everyday practice, the following principles and positions have been adopted:

- Education is a constituent part of the process of total social reproduction and especially has the function of training cadres for the economy and social services who are ready and capable of contributing to the increase in the productivity of labour, as well as to economic and cultural progress and to the social self-management relationships.

- Our permanent tasks are the raising of the general cultural level of the whole population (all the nations and nationalities), the development of general education, the elimination of inherited backwardness (by means of combating illiteracy, providing basic education for adults lacking adequate schooling, etc.).

- We have adopted the principle of permanent education through which both youth and adults can gradually acquire higher academic and professional qualifications either through direct continuation of education or education parallel with regular employment or within the job structure.

- In order to implement this policy, in situations where some groups or individuals cannot secure the conditions for obtaining and furthering their education in accordance with their personal interests and social needs, the principle of reciprocity and solidarity between the more and the less developed regions and communes is applied.

1. (b) : What is the target date for enrolling all primary age children?

1. (b) : Quelle est la date d'objectif pour la scolarisation de la totalité des enfants en âge de fréquenter l'école primaire?

1. (b) : ¿Cuál es el plazo de inscripción para los niños de enseñanza primaria?

BANGLADESH - BCTA

It has been realised that broad based literacy is the launching pad for national development. Bangladesh cannot prosper and thrive with a vast majority of illiterate masses (about 77% of our people lack rudimentary knowledge). So, as per our constitutional obligation (Ch. II, Article 17), it has been decided that all primary aged group children (generally 6 years old) shall be enrolled by 1985, through introduction of universal and compulsory primary education.

BELIZE - BNTU

No target date, but education is compulsory between 5 and 14 years.

BRAZIL - CPB

see 1. (a)

CANADA - CTF

see 1. (a)

ENGLAND - NATFHE

All children are already enrolled in primary and secondary education between the ages of 5 and 16.

ENGLAND - NUT

Compulsory universal primary education was achieved in the late 19th century in England and Wales.

FIJI - FTU

About 98% of primary age children are already in school. It is difficult to bring the other 2% to school because of geographical, cultural, social and cultural factors.

FINLAND - OAJ

Age-groups 7 - 16 are totally enrolled.

GERMANY - DL

The enrollment of all primary age children is secured.

GHANA - GNAT

The target date was initially fixed by the Education Act of 1961, which made Education fee free and compulsory, but is proved ineffective as a result of lack of resources. The new government is en-joined by the new Constitution to re-instate the fee free compulsory primary education for children of age six plus with effect from 1982. Hopefully this will be fully realised in 1992.

INDIA - AIFEA

1985.

IVORY COAST - SNEPPCI

La date d'objectif pour la scolarisation à cent pour cent des enfants en âge de fréquenter l'école primaire est fixée à 1985. De 1960, date de la proclamation de l'indépendance, à 1979 le taux de scolarisation est passé de 21 à 75%.

JAMAICA - JTA

1983 according to Five Year Education Plan (1978-1983), but this is not yet operative. However, 90% of 6-11 year old already enrolled.

JAPAN - JEA

In Japan the 4-year elementary education was made compulsory in 1886, and was extended to 6 years in 1907, achieving the target of enrolling all primary age children in 6-year compulsory schools, and the 6-year compulsory education was expanded to include the 3-year lower secondary education (up to the age of 15) with the introduction of the new 6-3-3 school system in 1947.

LEBANON - SEEP

Petit jardin: 3 ans
Grand jardin: 4 ans
Douzième: 5 ans (et la suite)

MALAYSIA - NUTP

To all intents and purposes all such children are enrolled in school but some drop out later:

The enrolment in 1978-1980 constituted 90.9% of the total population in the six to eleven age group. Over 90% of those enrolled in primary schools during the period completed their primary education.

NEW ZEALAND - NZEI

All educable primary school age children (5-15 years) are enrolled in an educational institution.

NIGERIA - NUT

1979 - this has been achieved.

NORWAY - Norsk Lektorlag

Compulsory education has been introduced

- before 1860: for all between ages 8 and 14 (6 years of education)
- from 1889 : for all between ages 7 and 14 (7 years of education)
- from 1969 : for all between ages 7 and 16 (9 years of education)

- Norsk Laererlag

All primary age children are enrolled in the school system.

PHILIPPINES - SMP

The target date for enrolling all primary age children is by school year 1982-83, with an expected participation rate of 98% of 8.2 million primary age population.

REPUBLIC OF KOREA - KFEA

The percentage of kindergarten enrollment ratio stood at 5.19% in 1979 and the nation is aiming at 70% enrollment by 1981. The percentage of primary school age children (ages 6-11) actually in attendance was 97.6% in 1978. This means almost all primary school age children are in attendance at schools with the exception of those who are physically and mentally unable to attend schools. The upward trend of school enrollment has reached a plateau and that it is expected to show no marked increase in the near future.

REPUBLIC OF SOUTH AFRICA - ATASA

Not specified.

SPAIN - FETE

Plazo de inscripción de enseñanza primaria se abre a los 6 años.

SRI LANKA - ACUT

No special target date is fixed. Primary education is compulsory, but large numbers are out of school.

SWEDEN - SFL + SL

All six-year-olds in Sweden are entitled to places in pre-school education. Elementary school is compulsory from the autumn term of each child's seventh birthday up to and including the year of his or her sixteenth birthday, making nine school years in all.

TRINIDAD AND TOBAGO - TTTU

All children already enrolled.

UNITED STATES - NEA

All of the states provide free education from kindergarten through secondary school. They also provide a system of community colleges and universities. Although each state has its own provisions for enrolling primary age children, the goal is to provide kindergarten for all children beginning at 4½ to 5 years.

YUGOSLAVIA - VSSJ

Enrollment into the first grade of the primary eight-year school is compulsory at the age of seven and possible at the age of six and a half. In some of the republics and provinces, enrollment of children is possible even at the age of six, but only if they are mentally, physically and socially mature enough to attend school.

1. (c) : What are the stated goals for provision of:

(i) secondary education?

1. (c) : Quels sont les objectifs déclarés de :

(i) l'enseignement secondaire ?

1. (c) : ¿Cuáles son los objetivos para proporcionar:

(i) enseñanza secundaria?

BANGLADESH - BCTA

Output of the primary is the input of the secondary schools. To cope with pressure of admission in secondary schools, it is stated in the Second Five Year Plan that diversification of secondary education on vocational lines will be emphasised. This work -oriented course will be adopted to enable students for employment for self-reliance with stress on agricultural and related occupation including tiny and small cottages and agro-biased industries.

BELIZE - BNTU

Redirecting from the academic to science and technology.

BRAZIL - CPB

See 1 (a).

CANADA - CTF

See 1 (a)

ENGLAND - NATFHE

It is not part of the educational system to state explicitly goals as the basis for the development of more precise aims from which objectives can be developed in fine detail. Nevertheless there is a tendency to achieve a concensus, in the provision of different stages of education, about the goals and broad aims. There is, however, increasing pressure from central Government to shape the curriculum in the period of compulsory schooling particularly in regard to basic subjects such as English, mathematics against this background.

The period of compulsory secondary education finishes at the age of 16. Throughout the period of compulsory schooling the goal is to provide opportunities for each child to develop its full potential. In the secondary stage; 11-16, certain studies and curriculum activities are focussed on preparation for working life. This stage also has as a goal the provision of a basis for further study necessary to achieve entrance to further and higher education. This goal has tended to dominate the structure of secondary education.

- NUT

The Government provides free compulsory universal secondary education to the age of 16. It is at present reviewing provision for the 16-19 age group.

FIJI - FTU

(a) To introduce more practical education throughout the secondary system, especially in rural areas;

(b) to consolidate and improve the quality of education.

FINLAND - OAJ

16-19 years of age. The objective is to offer a place of study either in line (i) or (ii) to the whole age class until 1987.

GERMANY - DL

10 years full time compulsory education (up to age 16).

GHANA - GNAT

There is constitutional provision that free and equal access to secondary education be provided by the government. This is stated in Paragraph 10 Sub Section 3 of the Constitution of the Republic of Ghana "Government shall ... provide free and equal access to secondary and other appropriate pre-university education. At present tuition is free in all secondary schools and board and lodging are subsidised by government.

INDIA - AIFEA

To train middle-level workers, office staff, teachers, misses and middle-level supervisory and technical personnel.

IVORY COAST - SNEPPCI

Dans sa forme actuelle, l'enseignement tient de plus en plus compte du caractère interdisciplinaire des matières enseignées. L'accent est mis sur la nouvelle attitude et les nouveaux comportements à acquérir, beaucoup plus que sur l'accumulation des connaissances. L'élève ou étudiant s'entraîne aussi bien à traduire des consignes qu'à faire preuve de créativité, les occasions lui étant fournies de donner libre cours à sa capacité d'invention; il s'exerce dès l'école primaire à synthétiser ses observations. Intervient également l'initiation à la vie pratique qui privilégie entre autres thèmes les activités productives en relation avec les réalités locales, nationales, internationales.

JAMAICA - JTA

97% enrollment by 1983; developing core curriculum for early grades; instituting/expending economic production in schools, e.g. food.

JAPAN - JEA

"To cultivate the qualities necessary for members of society and of the state -- help the pupils to select their future course according to their individuality and to develop a deep and broad understanding and a fair judgment about the society." (School Education Law).

LEBANON - SEEP

A partir de la classe de Seconde (base scientifique, littéraire, commerciale). N.B.: La classe de Troisième est la classe d'orientation.

MALAYSIA - NUTP

To develop good citizens of Malaysia.

Normally, secondary education will be 5-6 year course designed to fit pupils for a variety of employment either at the completion of the course or at certain stages in the course. It is also intended to produce pupils who can continue their education at the post secondary stage. The secondary education consists of the first three years based on a comprehensive education where in addition to the academic subjects pupils must opt for one of the following pre-vocational subjects: Commercial Studies, Domestic Science, Agricultural Science and Industrial Arts.

Pupils who get through a Common Public Examination at the end of the third year are promoted to the forth form and proceed to fifth form. At this level the pupils are divided into general technical and vocational streams. At the end of the two years the general and technical streams sit for the Malaysian Certificate of Education while those in the Vocational stream sit for the Malaysian Vocational Certificate of Education. Pupils who achieve a good standard in MCE are given places to further their studies at form six level for a period of two years. Those who pass the Higher School Certificate Examination at the end of two years have an opportunity of gaining admission to universities.

NIGERIA - NUT

Preparation for useful living within the society. Preparation for higher education.

NORWAY - Norsk Lektorlag

An Act of Further Secondary Education - videregående opplaering - was introduced in 1974. It provides for 3 years of education built upon 9 years of compulsory school, offering courses preparing for academic studies as well as for various fields of vocational life - in industry, trade, commerce, shipping and fisheries, health and nutrition, social work, home crafts art, physical training, etc. The act of 1974 replaces all previous, separate secondary school acts.

- Norsk Laererlag

The goal for provision of secondary education is to have enough places for approximately 90% of the youngsters in the mid-eighties. (Secondary education also compromises professional and technical education).

PHILIPPINES - SMP

Secondary education - The provision of general education and terminal education through vocational training and preparation for college.

REPUBLIC OF KOREA - KFEA

Secondary education comprises six years of general education beyond elementary education. The six year course is divided into lower secondary (grades 7-9) and upper secondary education (grades 10-12): the former is offered by middle school and the latter by high school. According to the article of the Education Law, the goal of middle school education is to develop in students the ability and personality, which will enable them to become effective citizens of a democratic society. Under this goal, specific objectives are set forth as follows:

(1) to provide the knowledge and quality necessary to become an effective citizen of democratic society;

(2) to acquire the knowledge and skills which constitute the foundation for further growth in specific occupation, to nurture respect for work and proper behavioral conduct and to develop the ability to choose one's own future career suited to individual aptitude;

(3) to develop the abilities of critical thinking and self-governing, and

(4) to improve the physical well-being of students. The goal of high school education is to give general and vocational education upon the foundation laid in the middle school. The specific objectives are:

- to extend secondary education necessary to develop the attributes of democratic citizen,
- to develop student's perception in appreciating and discharging their responsibilities to the nation and society,
- to enhance the foundation of future career based on individual aptitude, and
- to provide the foundation for future growth in professional activities.

REPUBLIC OF SOUTH AFRICA - ATASA

Not clearly stated.

SPAIN - FETE

No hay objetivos para proporcionar debidamente la enseñanza secundaria, ni professional, ni de adultos.

SRI LANKA - ACUT

Free and available to all, but about 30% drop out before secondary stage.

SWEDEN - SFL + SL

The Government expects the number of upper secondary school places available in the fiscal year 1980/81 to equal the number of 16-year olds.

Upper secondary school in Sweden comprises two and three-year theoretical lines of study, two-year vocational lines and appurtenant specialized courses of varying length. About 55 per cent of all places are devoted to vocational education. The aim is for all sixteen-year-olds to be able, on completion of their elementary schooling, to continue their studies at upper secondary school and thus acquire the qualifications which will enable them to obtain their first jobs or proceed to higher education. Upper secondary school places are available for the entire generation of 16-year-olds. On the other hand it is difficult to interest all students in going on to upper secondary school after elementary school.

TRINIDAD AND TOBAGO - TTTU

Free secondary education for all.

UNITED STATES - NEA

The stated goals for secondary education have slight variations among the states. But all grades include stressing the cultural heritage and providing sufficient general knowledge and skills required for students to function as citizens and to contribute to the society.

YUGOSLAVIA - YSSJ

A reform of the educational system is under way. Compulsory primary education is basic and uniform for all and lasts 8 years for children between 7 and 15 years of age. The next step is the system of "guided education" (or streaming as it is alternatively called) where all the streams prepare both for a vocation and for further academic education (there are no particular schools which prepare either for a vocation or academic studies exclusively). At the beginning (the first 2 years) there is a mostly uniform common educational basis of a general educational and polytechnic character which opens the possibility of acquiring professional training for the less complex professions of the I and II degree.

1. (c) : *What are the stated goals for provision of:*

(ii) professional and technical education?

1. (c) : *Quels sont les objectifs déclarés de :*

(ii) l'enseignement professionnel et technique ?

1. (c) : *¿Cuáles son los objetivos para proporcionar:*

(ii) educación profesional y técnica?

BANGLADESH - BCTA

Emphasis would be there to provide professional and technical education to students unable to reach higher stage through non-formal channel, viz, short courses, mobile training centers to enable them to get job opportunities here or abroad, or to earn their livelihood by starting small workshops, etc.

BELIZE - BNTU

The training of teachers for science and technology and the preparation of our craftsmen, technicians and technologists for immediate employment.

BRAZIL - CPB

See 1 (a).

CANADA - CTF

See 1 (a).

ENGLAND - NATFHE

The goals of professional and technical education are more clearly identified by the various examining and professional bodies, which provide certification for a given practitioner in a vocational or professional field including the level of qualification such as craftsman and technician. The goal in each subject area is to provide theoretical knowledge and practical skill, attitudes and values which underpin a particular area of industrial commercial on professional activity together with an element of personal development. This area of educational provision is given in colleges of further education, colleges of higher education, polytechnics and universities. Preparation for entry to higher education for the 16-18 age group takes place in both schools and f.e. colleges. Further education colleges provide about 40% of the A-Level courses which provide the main entry qualification for higher education courses. They also offer a wider variety of vocational courses which enable students in the 16-18 age group, as well as older students to qualify for skilled jobs or to pursue their studies at more advanced levels. Further Education institutions also offer a wide range of types and modes of study.

- NUT

The Government policy is that:

(i) Professional and technical courses should be open to those with appropriate qualifications as deemed by the institutions themselves.

(ii) Re-training courses in areas of national need should be available for those who find themselves unemployed.

FIJI - FTU

(a) To expand the scope and quality of technical education at Fiji Institute of Technology and in other secondary schools.

(b) To encourage and strengthen Hotel, Maritime and Multicraft studies.

NB: There is a reversal in teacher education.

FINLAND - OAJ

16-19 years of age.

GERMANY - DL

Full time education with professional qualifications for more than 60% of all pupils in one age group in 1985.

GHANA - GNAT

It has also been categorically stated in the constitution that "free vocational training, rehabilitation and resettlement of disabled persons" shall be provided by the Government.

INDIA - AIFEA

Doctors, Engineers, Lawyers, Agronomists, Scientists, senior Civil servants, College and University teachers.

IVORY COAST - SNEPPCI

Après une période de désaffection pour le travail manuel et celui de la terre, l'enseignement professionnel et technique connaît un regain d'intérêt avec la préparation au Certificat d'Aptitude Professionnel tous secteurs, la formation d'ingénieurs et techniciens supérieurs.

JAMAICA - JTA

Provide introductory experience in technical/vocational education for all students; such knowledge and skills to be used as base for vocations/tertiary level education.

JAPAN - JEA

To instill in the students the right attitude to work, and help them to learn industrial technology and develop creativity and ingenuity so that they may grow into useful citizens who can contribute toward attaining economic self-sufficiency. (Industrial Education Promotion Law)

LEBANON - SEEP

A partir de la classe de Seconde (Baccalauréat Technique).

MALAYSIA - NUTP

To cater to national goals as spelt out in successive Five Year Plans, particularly the 2nd and 3rd Plans.

One of the fundamental objectives in providing pre-vocational courses in the lower secondary level is to inculcate interest in pupils in the working world in which he lives. These courses are exploratory and creative in nature and explore the pupils to a wide range of interests which could be pursued further if the pupils possess the necessary abilities and aptitudes. The knowledge and experience acquired in the process will prove useful in adult life irrespective of the career ultimately chosen by the pupils. However, at the upper secondary level the main purpose is to develop skill, impart specialist knowledge and develop attitudes and habits necessary for employment in such fields as Engineering Industries, Agriculture, Commerce and the related services. It is also the aim of technical education to provide training of engineering technicians and sub-professional personnel which the country is in need of.

The further Education Programme is provided for those who have passed the school age or those who have "dropped out" of the regular schools. The aim of this part of the programme is to provide education for those who cannot get such education at the regular school and to utilize their skills and manpower which is needed in our development programmes.

NIGERIA - NUT

To provide trained manpower in applied science technology and commerce.

NORWAY

See 1 (c) (i).

PHILIPPINES - NATOW

Professional and technical education - geared towards the provision of better quality education, the development of middle and high level manpower, and the intensification of research and extension services. Post secondary technical education will display a continuing shift towards technical, agriculture and industry-related courses.

REPUBLIC OF KOREA - KFEA

The goal is to give professional and technical education including the theory, knowledge and skills upon the foundation laid in the high school.

REPUBLIC OF SOUTH AFRICA - ATASA

Not clearly stated.

SRI LANKA - ACUT

Facilities being limited - extensions form part of the development programmes.

SWEDEN - SFL + SL

See 1 (c) (iii).

TRINIDAD AND TOBAGO - TTTU

(a) At the present time, courses at craftsman and technician level are conducted at 2 technical colleges.

(b) In future craft courses will be transferred to senior comprehensive schools by specially trained men from industry.

(c) Professional courses in engineering and mangement are provided at the University of West Indies. Sub-professional courses in agriculture are conducted.

UNITED STATES - NEA

The general goals for professional and technical education are to prepare the citizens to contribute to the economic, social, and material welfare of the country and to provide them with an opportunity to advance their own personal goals.

YUGOSLAVIA - VSSJ

Further education is differentiated with respect to vocations and professions in such a way that acquiring the less complex qualifications precedes acquiring qualifications for the more complex vocations. Thus, for instance, qualifications of the III degree are acquired in the third grade in most of the republics and provinces, and those of the IV degree in the fourth grade of secondary guided education. The qualifications of the V degree can afterwards be attained only after a certain period of work experience. At university level, the relevant degrees are the VI (intermediate level), VI_2 (specialization of the former degree parallel with employment) and the VII_1 degree (the full university course). The degrees attained through post-graduate studies are the VII_2 (academic specialization and masters degree) and the VIII degree (doctorate, PHD). Academic and professional training in any single field can be acquired in continuity by going gradually up the scale either alongside a job (except in the cases where prior work experience is specifically required) or recurrently (after some work experience).

1. (c) : *What are the stated goals for provision of:*

(iii) adult education?

1. (c) : *Quels sont les objectifs déclarés de :*

(iii) l'éducation des adultes ?

1. (c) : *¿Cuáles son los objetivos para proporcionar:*

(iii) educación de adultos?

BANGLADESH - BCTA

We are handicapped with illiterate adult masses and this has seriously hindered our national progress. To remove this, Government has taken steps to educate adult masses with the help of teachers primarily. Teachers organizations are also helping the authority in this respect. Other voluntary organizations viz, Bangladesh Association for community education, Adult education centres run by these organizations as well as teachers' organizations, including BCTA are doing laudable service locally.

BELIZE - BNTU

Not much done in this area.

BRAZIL - CPB

See 1. (a).

ENGLAND - NATFHE

There is no formal system of adult education and hence the goals are not clearly identifiable. Much further industrial, commercial and professional training and education of adults takes place within the f.e. system and here the goals are to provide further competence for the person's work. The goals of adult education which is carried out in adult education centres (which are either separate institutions or are located in schools and colleges sharing their resources though having separate staffing) is to provide opportunities for adults to use their leisure, develop new skills and knowledge and understand and contribute to the community and society in which they live.

- NUT

The policy pursued by the Government is that:

- leisure orientated courses should be paid for by those making use of them at their full economic cost;

- 'Open University' courses, at an appropriate level, should be open to those who previously lacked such opportunities.

FIJI - FTU

This aspect of education is out of the ambit of the Ministry of Education. Service Organizations, mass media and the Teachers' Organizations promote this as best as they can.

FINLAND - OAJ

1-2% of the people in working age are in continued education.

GERMANY - DL

Further development of adult education based on the individual initiative; cooperation of all branches in this sector.

GHANA - GNAT

Like Secondary and Technical Education, there is a constitutional provision which states: "Government shall provide free adult literacy programmes". Adult education provides opportunities for further improvement and it informs the public about current and developmental issues.

INDIA - AIFEA

1) Promotion of literacy and occupational skills

2) Education for citizenship.

IVORY COAST - SNEPPCI

Son objectif est de permettre aux groupes-cibles de maîtriser au mieux tous les aspects de l'évolution politique, économique, sociale et culturelle du pays.

JAMAICA - JTA

Provide through Jamaica Advancement Movement for Adult Literacy (JAMAL) opportunity for all adults to become literate, and facilities for continuing community.

JAPAN - JEA

The national and local Governments shall strive to create an environment to enable every citizen to avail himself of oportunities for cultural enrichment through the establishment and administration of facilities, holding of meetings, preparation and distribution of materials and other appropriate methods necessary for the promotion of adult education. (Social Education Law)

LEBANON - SEEP

Faculté (diverses branches).

MALAYSIA - NUTP

To promote the goals and concepts of lifelong education.

NEW ZEALAND - NZEI

An increasing emphasis is being placed on adult education, e.g. building of community colleges, provision for second chance education.

NIGERIA - NUT

To provide adult literacy and lifelong education.

NORWAY - Norsk Laererlag

As for adult education there is a specific act stating the goal that every grown up person should have the opportunity to complete their basic education and besides have access to different types of education in accordance with his own interests.

- Norsk Lektorlag

In 1976, a new Act of Adult Education was introduced. It provides for a multitude of academic and vocational courses theoretical and practical. Courses are normally run by public or private education organizations and are subsidized by state funds, some up to 100%.

PHILIPPINES - NATOW

Adult education goals are increased social participation, responsiveness to changes to society and increased alternatives in employment. In the barangay level, adult education will aim to make the people more active participants in the decision-making process and in the activities affecting their community life.

REPUBLIC OF KOREA - KFEA

The goal of adult education is to impart cultural, professional and recreational education to the adult at large.

REPUBLIC OF SOUTH AFRICA - ATASA

Not clearly stated.

SRI LANKA - ACUT

Very little is attempted.

SWEDEN - SFL + SL

One of the purposes of adult education is to achieve greater educational equality in society. The aim is to eliminate the gap between young persons with a relatively good education and adults whose basic education has been relatively short, and also between adults with different educational backgrounds. The important tasks of adult education - like education generally - include contributing towards the personal development of the student and strengthening the position of the individual in working life.

Apart from higher education, adult education in Sweden comprises basic education for adults (GrundVux) and municipal adult education (KomVux). The former is addressed to adults lacking a basic knowledge of reading, writing or arithmetic. In the school year 1979/80 there were about 4'000 students, 79% of whom were immigrants. KomVux is for all adults desiring education conferring formal qualifications, and it is principally addressed to under-educated persons wishing to supplement their previous education with studies at elementary school or upper secondary school level. Some 305'000 persons were participating in KomVux in 1979/80.

Labour market training (AMU) is an instrument of labour market policy. Most of this training - about two-thirds - is vocational. Labour market training is delimited above all by entitlement to training grants. These grants are conditional on present or imminent unemployment or on occupational handicap. The aims of the adult education associations and folk high schools are to support member organizations in their work (the training of officials, educational activities among members to make them more familiar with the ideas the various organizations stand for), and also to cater for the 'educational appetite' of individual persons and of groups of a more transient nature. These activities are sponsored by various mass movements.

Folk high schools and the study circle activities of the popular education associations are supported by State grants.

TRINIDAD AND TOBAGO - TTTU

Evening classes at primary and secondary level carried on by

- the Ministry of Education
- extra-mural department of the University.

UNITED STATES - NEA

The goals of adult education are generally four.

(a) To provide an opportunity to complete some phase of formal education, whether it be at the secondary or tertiary level.

(b) To provide instruction for those thousands who yearly come to the United States who do not speak the English language nor have the necessary skills to function effectively.

(c) To provide opportunities for technical and professional advancement.

(d) To provide courses for personal enrichment.

YUGOSLAVIA - VSSJ

Adults have the same rights as youth in the system of guided education, but naturally with some specific benefits. For instance, the basic 8-year education can be completed in 4 instead of 8 years, and in the final years it is possible to undertake simultaneous vocational training in the less complex professions of the I and II degree (this is called functional education of adults). This is possible because positive educational and working experience acquired through life and at the working place is taken into consideration. These levels of experience can be taken into account also in guided education, with the proviso that they have to be ascertained by the passing of an appropriate examination.

1. (d) : To what extent have these goals been achieved at this time ?

1. (d) : Dans quelle mesure ces objectifs ont-ils été réalisés jusqu'ici ?

1. (d) : ¿En qué medida se han logrado esos objetivos hasta la fecha?

BANGLADESH - BCTA

We are a new nation achieving our independence only in 1971. Naturally, we are in the task of rerailing our war-ravaged economy. It is the determination of our people to achieve desired national objectives within the shortest possible time. Owing to the shortage of trained manpower, export of our technically educated brains abroad for earning foreign exchange, defective utilization of our natural resources, unplanned distribution of our national budget, desired goals for national development could not be achieved.

BELIZE - BNTU

These are recent goals.

BRAZIL - CPB

In practice, such objectives have not been attained. In the 1st grade, the rate of evasion reaches 60% in the 1st series. In the 2nd grade, students' requirements are not met, nor are the students adequately qualified for work. The adult education system has only developed supplementary examinations.

CANADA - CTF

Naturally, these efforts have met with unequal degrees of success. There is much room for improvement in vocational and pre-vocational education, in special education to compensate for handicapped, for disabilities, or for deprivation in early childhood, in provision for the special needs of ethnic and linguistic minorities, in physical and aesthetic education, and, in general, in the degree of individualization of programmes. All of these are important factors in the creation of a just, harmonious and prosperous society.

ENGLAND - NATFHE

Successive governments would claim that the principal goals of educational provision have been achieved, but there remain major areas within the system in which objectives are either not achieved or are in any case very loosely defined. This is particularly true for area of provision outside the period of compulsory school. In some of these areas, the scale of provision and the breadth of Government's stated objectives have actually been reduced in recent years, primarily as a result of a number of reductions in planned public expenditure over the last 10 years, and more recently as a result of cuts in actual public expenditure. On the other hand some policy areas are now given higher priority than hitherto. Thus while pre-school and nursery education and the adult education system are reduced, education for the 16-19 age

group has been the particular concern of recent Governments, in the development of policy if not in the provision of resources. On the other hand, the present Government has rejected the Robbins principle, which has been accepted by Governments over the past two decades as the guiding policy for admission to higher education (The principle states that higher education should be available to all those seeking it and qualified by ability and attainment). Within higher education there has been some increase in opportunities for mature students without the conventional educational entry requirements.

The goals of the non-compulsory sectors of the education system depend to a considerable extent on the motivation of students and their perceptions of what practical help continued education can be to them. Inevitably problems of mismatch between educational provision and students' educational requirements do occur, but there have been some successes in identifying and meeting the needs of new groups of students. Most notable of these has been the Adult Literacy Programme, which increased the number of people receiving tuition from 5,000 in 1974 to 70,000 in 1979, using a wide range of techniques and media, including television, community organizations and individual volunteers.

The number of mature entrants in higher education (defined as those entering courses aged 21 or over) showed a steady increase during the 1970's:

	1970-71	1974-75	1977-78
Mature home entrants ('000s)	27.3	30.5	33.8
% of all home entrants to HE	21.0	22.4	24.6

Source: Commons written answer 19 February 1980.

ENGLAND - NUT

(i) Free compulsory universal secondary education up to the age of 16 was achieved in 1973.

(ii) Vagaries in the grants system have meant that those who are less well off have been unable to take full advantage of provision.

(iii) Recent increases in fees for adult education imposed by many local education authorities may result in the exclusion of many potential students.

FIJI - FTU

This country has done well to achieve these goals mentioned above but the weakness in teacher preparation, introduction of foreign values through poor quality films and books and lack of support for adult education have been creating problems.

FINLAND - OAJ

The objectives can be achieved according to the time table until 1987, when every 16-19 years old has a place of study either in theoretical or vocational education.

GERMANY - DL

(i) All pupils may attend school 10 years if they wish so.

(ii) Full time professional education for more than 50%.

(iii) Cooperation in adult education is still unsatisfactory.

GHANA - GNAT

To a large extent the answer is in the affirmative, this might be attributed to the subsidy government provides to students in boarding institutions.

On the training of personnel for leadership and occupational positions, tremendous achievement has been made. There is total africanisation of our public services and to a large extent management positions in corporation and industries are held by Ghanaians. Expatriate personnel, however, continue to be limited to certain positions where there services are needed.

Through adult education programmes the following have been achieved.

(a) Training of illiterates to read and write.

(b) Institute of Adult Education organizes General Certificate of Education Courses for people to obtain Advanced and Ordinary Level Certificates.

(c) Through informal education people are aware of their civic rights and responsibilities.

(d) Family Life Education is making remarkable progress through Family Planning, Population Education, Mother care, environmental care, etc.

(e) Extension work on agricultural education is also paying some dividends through the use of machinery, irrigation and the use of fertilizers. Lack of inputs and proper direction has taken away what we could have achieved with the present level of adult education.

INDIA - AIFEA

(i) and (ii) have been achieved to a fair extent,

(iii) progress very slow.

IVORY COAST - SNEPPCI

Avec l'enseignement télévisuel et/ou rénové, un nouveau type d'élève est né. Elève questionneur, curieux, à l'esprit critique, qui

s'exprime clairement, facilement et qui participe activement à sa propre formation.

La formation professionnelle et technique initiale et la formation continue se développent avec la création et l'animation des unités mobiles et des centres spécialisés que les pouvoirs publics s'attellent à rendre de plus en plus performants.

Par ailleurs, la Côte d'Ivoire fait partie des pays qui, depuis 1978, militent en faveur de la réalisation du projet de création d'un Centre Interafricain pour le Développement et la Formation professionnelle (CIADFOR) dont elle assume le secrétariat provisoire.

La Loi No. 77 - 924 du 17.11.1977 portant financement de la Formation Professionnelle continue (F.P.C.) et le décret d'application No. 77 - 927 du 17.11.1977 réglementent ce domaine. Ainsi les employeurs cotisent 1,50% de la masse salariale, chaque année, pour contribuer au financement de la F.P.C. La moitié des fonds est répartie comme suit: 30% à l'Office National de Formation Professionnelle, (O.N.F.P.) organe du Ministère de l'Enseignement Technique et de la Formation Professionnelle, qui est chargé de mettre en place et d'assurer le fonctionnement de tout le système. Les 70% constituent le Fonds National de Régulation (F.N.R.) pour compléter le financement des projets réalisés par les entreprises privées et les sociétés d'Etat. Un organe spécial représentant les employeurs gère l'autre moitié des fonds en lieu et place de ces deux types d'entreprise dans les proportions de 80% à la disposition du privé et 20% pour les sociétés d'Etat.

Un conseil de gestion tripartite, composé des représentants des employeurs du Gouvernement et des travailleurs examine les demandes d'agrément pour les projets présentés au nom des entreprises par le comité technique de l'ONFP, et donne son avis.

D'une manière générale, la formation s'effectue sur place dans des centres spécialisés, après étude d'un cabinet - conseil et sous l'égide de l'ONFP. L'intervention d'experts étrangers et la formation hors du territoire, à l'étranger, ne sont pas exclues.

Quelques entreprises importantes ont un centre de formation intégré. Elles prévoient alors un budget de fonctionnement qui n'exclut pas la possibilité de recourir au F.N.R., à la constitution duquel ces entreprises participent.

L'Union Générale des Travailleurs de Côte d'Ivoire (U.G.T.C.I.) anime un centre permanent d'éducation ouvrière à son siège et des antennes au niveau des régions.

Dans le cadre de la Coopération intersyndicale, et par l'entremise de l'Institut syndical français de coopération, la C.G.T.F.O. et l'U.G.T.C.I réalisent des programmes de formation continue. Des ouvriers français qualifiés encadrent des employés de Côte d'Ivoire dans les entreprises ivoiriennes. Une autre formule prévoit le séjour en France de cadres ivoiriens qui se perfectionnent dans les entreprises françaises.

Des cours sont organisés par des centres et instituts spécialisés. Par exemple, le centre des métiers du bois, l'Institut National de perfectionnement qui englobe dix centres de perfectionnement permanent. Cet institut s'intéresse à la recherche pédagogique. A ce propos, il convient de signaler que la collaboration de la Centrale syndicale est acquise.

L'Ecole Nationale d'Administration comporte un centre de formation continue des cadres très actifs. Au programme des sessions figurent entre autres thèmes les problèmes de production, d'hygiène, de nutrition et santé concernant les administrés.

JAMAICA - JTA

Minimally, except for curriculum development at secondary level. Primary education approximately 3% short; secondary, 33% short, JAMAL, reasonable start.

JAPAN - JEA

Both secondary education and professional and technical education are, it may be said, well advanced and are functioning effectively. There is, however, yet room for adult education to be further improved through the joint efforts of governmental and non-governmental agencies.

LEBANON - SEEP

L'enseignement est facultatif.

MALAYSIA - NUTP

The achievement so far has been satisfactory except in the field of professional and technical education. There is still a great shortage of skilled and semi-skilled manpower in the employment sector. Therefore there is a need to expand technical and vocational education and this has been recognized by the government. The Government intends to expand this section of the education by building more vocational and technical schools and polytechnics.

NIGERIA - NUT

A lot is being achieved because most states are facing free and universal primary, secondary and higher education.

NORWAY - Norsk Laererlag

Today approximately 25% of the children have access to kindergartens, and some 80% of the youngsters have access to secondary education.

- Norsk Lektorlag

9 years compulsory school includes everybody, also the handicapped. More than 98% of the schools are run by the municipalities, receiving state grants (85 - 30% of expenses).

Higher secondary schools are almost without exception run by the regions, also receiving state support. 75 - 30% of expected expenses

per pupil. Present plans indicate that by 1985 every boy and girl having completed 9 years of compulsory school should have the opportunity to enter a higher secondary school and receive up to 3 years of education - academic or vocational or a combination of both.

PHILIPPINES - SMP

At this time, the extent of the goals being achieved show curricular programmes redirected to reflect economic and social reforms. Innovations in instructional methods have been developed and adopted. Organizational changes have included the establishment of regional offices to strengthen the planning, implementation and evaluation of educational activities.

REPUBLIC OF KOREA - KFEA

The middle and high school education have reached the goal to some extent but the professional and technical education has failed to realize the anticipated results due to the lack of adequate facilities, shortage of trained teachers, unpopularity among the students, and insufficient employment opportunities for the graduates. Adult education has fallen short of the expectations mainly because of budgetary deficit.

REPUBLIC OF SOUTH AFRICA - ATASA

The statement of goals still depends on the resolutions of political problems and the consequent arrangement of society.

SRI LANKA - ACUT

Difficult to assess now.

TAIWAN - CES

Reviewing our present cultural and educational development, we find we have achieved a great deal in expanding educational opportunities and are making every effort to renovate educational contents and improve teaching methods. However, dislocations between learning and application between the supply and demand of human resources still exist in our society. Problems of youth and children are increasing, demonstrating that we must seek improvement of our cultural and educational undertakings.

TRINIDAD AND TOBAGO - TTTU

(1.) Goal approximately 75% achieved. Should be completed in about 3 to 5 years.

(11.) Academic courses at university level in arts and sciences (national and social) adequate. Plans for a medical and dental school. Expected to come on stream in approximately 5 years.

UNITED STATES - NEA

While the goals of education are factors in development, they have not been fully reached for all segments of society. The great technological, scientific, and economic advancement of the United States is believed by most to be the product of education. Education is and has been an enormous factor in the development of the United States.

YUGOSLAVIA - VSSJ

The majority of children and youth successfully complete primary school, and most of them go on to further education to complete the training for the first professional level (I, II and III degree) and there is strong insistance on the completion of secondary education in full. Yugoslavia is also among the countries with the highest number of enrollments at university level. At the level of secondary and especially higher education there is a high insidence of leaving studies before completion and also of streching them beyond their official duration. Despite some difficulties, the new system is being successfully implemented. There are some substantial difficulties in inducing a certain number of the adults, especially the older ones, to complete the compulsory primary 8-year education. It is also quite difficult to bring into accord the interests of the student and enrolled members on the one side with those of specific work organizations on the other side, i.e. their needs for cadres of an adequate kind.

2. *What is the role of education in achieving <u>other</u> development goals?*

(a) : *<u>Economic goals</u> (e.g. increasing the Gross National Product (GNP), more equitable distribution, development of endogenous technologies).*

2. *Quel est le rôle de l'éducation dans la réalisation des autres buts du développement ?*

(a) : *<u>Buts économiques</u> (par exemple, accroissement du PNB, distribution plus équitable, mise au point de technologies endogènes).*

2. *¿Cual es la función de la educación para alcanzar <u>otros</u> objetivos de desarrollo?*

(a) : *Es decir, <u>económicos</u> (aumento del PNB, distribución más equitativa de la riqueza, desarrollo de tecnologías endógenas).*

BANGLADESH - BCTA

GNP-Produce sufficient trained manpower, educate judicious utilization of national resources and foreign aid and assistance received for development. Equitable distribution - helps planners make up-to-date and people oriented fiscal policy to minimize existing gap of discrimination in economic facilities between persons and regions and suggest measures for solution for uniform development of the nation and its people. Indigenous technology: teach people to reorient their old method of cultivation by wooden ploughs with pair of bullocks in order to increase production to support more rapidly increased population, modernizing their century old fish-catching-net industry, weavings, boat building, potteries and other cottage industries.

BELIZE - BNTU

- Increasing the GNP.
- More equitable distribution.
- Main emphasis on agriculture.

CANADA - CTF

As was pointed out in the introductory paragraph, economic improvement is a necessary prerequisite for other forms of development. It has been pointed out by economists that economic growth, and especially the development of industry and technology, is dependent equally upon the provision of capital and the availability of an educated labor force. The obligation of education to the social collectivity is to ensure the currency of appropriate skills, knowledge and attitudes. Its obligation to the individual is to ensure that everyone has the opportunity, through access to such skills and knowledge, to participate productively, effectively and with a clear understanding of rights and obligations, and so to share in the rewards of industrial development.

ENGLAND - NATFHE

Education has a crucial role in fulfilling broad economic goals. Pre-school and school education should provide basic skills including literacy and numeracy, basic life and social skills and awareness of the nature and demands of employment. These skills should provide a basis for further educational formation, whether this is undertaken on a part-time or full-time basis. Post-school education builds on the basic skills provided at school to provide initial vocational and professional education to enable individuals to achieve their fullest potential contribution, to employment and the economy. The opportunity for continued training and retraining throughout working life is of growing importance as the demands of an advanced industrialised society increase and as old skills become obsolete and new employment patterns emerge.

Britain depends on its manufacturing industries and a range of industrial, commercial and consumer services for the development of its GNP and its exports. Experience has shown that in many vital areas of economic and technological development, the availability of skilled personnel is a crucial factor (together with the related factor of research, as well as investment problems) in our exploitation of new developments. Microprocessor technology is the most recent example of the need for more skilled manpower to take advantage of a new technology.

Education plays a role in achieving a more equitable distribution of resources and opportunities in the economy, by raising expectations and achievement levels, but this is very difficult to quantify. Institutions in Further and Higher Education play a crucial part in developments at the local level by close and flexible relations with local industries and employers, which enable them to put on courses appropriate to particular employment needs.

ENGLAND - NUT

There is no specific manpower planning except in a small number of specific occupational groups (e.g. teachers and doctors).

FIJI - FTU

There is the problem of certain amount brain drain whereby the economy of the country tends to suffer. However, despite this, our education achieves its economic goals satisfactorily.

FINLAND - OAJ

In geography the emphasis lies on economic geography and the position of sociology has become more important.

GERMANY - DL

Reaching the best possible qualifications.

GHANA - GNAT

It is our view that education should enable people to have positive attitude towards life. There is also the need of a type of education that could provide the people with the necessary skills which can be used effectively in the local environment. There is also the need for the type of education that could promote creativity and application of knowledge. Education should provide people with scientific and technological knowledge to enable them to control their environment for their own advantage.

INDIA - AIFEA

The role of education is the promotion of economic goals such increasing productivity and employment opportunities.

JAMAICA - JTA

Strong apparent commitment to mass education to economic productivity through skill training work experience. Pool of people available for specific job training.

JAPAN - JEA

It is widely recognized in developed countries that the development of national economy can be achieved not only by the quantitative increase but also by the qualitative improvement of labor, and that this is an essential factor in increasing GNP. Education should play an important role in the cultivation of human nature as well as in the training of useful citizens who can contribute toward the economic development of the country.

LEBANON - SEEP

Déficience dans le système.

MALAYSIA - NUTP

To overcome poverty and to reduce urban-rural disparities as well as inequalities among races.

One of the development goals is to narrowing the gap in educational opportunities between the rich and the poor, and among the various regions and ethnic groups in the country through a more equitable distribution of resources and facilities. Greater efforts are to be made to rectify the existing imbalances in educational opportunities among racial and income groups, between the rural and urban areas. Educational assistance for the poor, particularly those in the rural areas, will be further expanded through various programmes. Among these are building of more student hostel, supply of free text books, library facilities, educational media service and improvement in the health and nutritional services.

The increase in the enrollment of Malays and other indigenous people at all levels of education and to prepare manpower with a view to redressing racial imbalance in jobs and occupations at all levels is also one of the goals of development programme undertaken by the government. The policy is to ensure that there will be an equitable and fair distribution of place in the local universities to Malay and indigenous students as well as other Malaysian students.

NORWAY - Norsk Laererlag

Education does not take active part in achieving economic goals. As for the social and cultural goals we have a specific act stating equal opportunities between girls and boys. This means that in some cases there will have to be a positive discrimination to achieve goals of equality. This is especially the fact in secondary education.

- Norsk Lektorlag

Education is an in-built factor in the overall development of the nation. The current Education Acts (Primary, Secondary, Teacher Training, Adult, Folk High School, etc.) all stress the importance of bringing up our children and youth to become citizens responsible for preserving and improving our democratic society - educationally, socially, culturally, politically and economically.

PHILIPPINES - NATOW

Economic goals - manpower development and employment promotion through non-formal education. Major programmes are undertaken along these lines: domestic employment, overseas employment and manpower training.

REPUBLIC OF KOREA - KFEA

Politicians, technocrats, educators and economists are practically unanimous in declaring that education is the key to increasing national income, development and diffusion of technical knowledge, and the overall economic development of the nation.

REPUBLIC OF SOUTH AFRICA - ATASA

More equitable distribution development of human resources and training of manpower.

SPAIN - FETE

Este ano la dotación del PNB para educatión a bajado, y no hay distribución equitativa de riqueza para el desarrollo - de tecnología endógena.

SRI LANKA - ACUT

Education in this direction has become essential with diversion of funds for subsidies to development.

SWEDEN - SFL + SL

The following is an excerpt from the Government's Budget proposals for 1980 dealing with the importance of education in all fields referred to in a, b and c.

"A great deal of our future will depend on the measures undertaken on behalf of education, research and culture. True, the results of these measures may be hard to distinguish from the results of other actions, but in the long run they will have a crucial bearing on the wellbeing and developmental opportunities of the individual and on the social and economic development of the community.

"Cultural and educational policies over the past few years have been dominated by efforts to enhance the quality of the amenities which are offered and to provide an increasing diversity of cultural opportunity. The substantially improved grants for various purposes in the cultural sector, the developments set in train through the 1979 policy resolution concerning a new elementary school curriculum and the prospects of positive social development opened up by last year's ventures in the field of research are manifestations of our determination to realize, step by step, the goals inspiring this endeavour ...

"One of the principal tasks of education policy in society today must be to improve the quality of upper secondary vocational education and at the same time to design it in such a way that it can arouse the interest of greater numbers of young persons. The continued expansion now proposed of last year's reform of research policy should be viewed partly with reference to the necessity of reinforcing our technical and industrial potential."

TRINIDAD AND TOBAGO - TTTU

The training of specialists in the various fields is proceeding through courses at the U.W.I. It is hoped that with gathering experience and opportunity for research endogenous technology will soon developed.

UNITED STATES - NEA

Evidence has shown that education is an important factor in achieving the economic goals of the country. Highly industrialized, mechanized and technological societies require a high level of education to achieve their goals. The more equitable distribution and development of endogenous technologies is highly dependent on education.

YUGOSLAVIA - VSSJ

Our starting position is that education, by providing adequate training for all employed persons, should enable the attainment of better work results in the organizations of associated labour engaged in material production and should also result in higher productivity on the basis of modern technology, organization and interpersonal relations of workers and income distribution according to the results of labour, and thus with the generation of higher income in every work organization and also of a higher level of the national income be made possible. Education has a similar function, especially as it relates to the quality of work in the different fields of the social services.

2. (b) : *Social and cultural goals, e.g. more increased opportunities for women, understanding between different ethnic groups, the maintenance of cultural identity.*

2. (b) : *Buts sociaux et culturels (par exemple, accroissement des possibilités offertes aux femmes, compréhension entre les différents groupes ethniques, maintien de l'identité culturelle).*

2. (b) : *Objetivos sociales y culturales (mayores oportunidades para la mujer, entendimiento entre los diferentes grupos étnicos y mantenimiento de de la identidad cultural.*

BANGLADESH - BCTA

Opportunities for women: almost 50% of our 85 million people are women and only 14 to 15% of them are literate. They are also deprived of various facilities of life because of conservative social outlook and discriminatory treatment by men administrators. They can equally serve the nation side by side with the men. A country cannot prosper ignoring the service of about half of its population. The attitude of our people is gradually changing and quite a large number of women are being recruited in different jobs. With constant pressure of our Association and other bodies, the Government has taken the decision that henceforth, at least 50% posts for primary schools teachers should be filled up from the women and this example will follow to other departments gradually. Napoléon once said: "Give me a mother and I shall give you a nation". We are going to have that mother to build our new nation.

It is also education which teaches men the reason of his living in the society and his position and rights and obligations to the society. In fact it is education which makes an individual a perfect and law abiding member of the society and ultimately a good citizen of the country. It brings proximity of understanding amongst people of divergent interests and beliefs and that is a sine-qua-non for national development.

BELIZE - BNTU

- Understanding between different ethnic groups.
- The maintenance of cultural identity.

BRAZIL - CPB

It is difficult to evaluate objectives related to education. In 1976, 30% of the school-age children were not at school, 20% of the children aged-between 10 and 14 were workers, and 20% could not read (IBGE statistics - 1978). It seems clear that the social, cultural and political objectives of education serve only a minority of people.

CANADA - CTF

Education has the task of eliminating prejudice and superstition, promoting mutual tolerance and cooperation, and ensuring access to the learning of skills and knowledge without discrimination or favouritism, while raising the level of awareness of cultural origins in ways that encourage mutual respect, collective pride and individual self-esteem.

ENGLAND - NATFHE

Education similarly may play a vital role in the achievement of social and cultural goals, particularly in the provision of opportunities for particular and often underprivileged groups in society to achieve their full potential in society and the economy; the eradication of discriminatory attitudes and practices; and movement towards a more equitable society. Thus education has a major role as a unifying social force. It has a major part to play in raising both the expectations and the achievement levels of, for example, women and girls and ethnic minorities, who represent two major social groups who have been denied by social, cultural and economic factors the full achievement of their potential in society.

- NUT

The Government does not lay down aims and curriculum content; these are decided by the individual schools. However there are influential official bodies and independent associations which promote and foster social and cultural aims.

FIJI - FTU

Education plays a greater role in achieving social and cultural goals. There is a provision for education for a multiracial, multi-ethnic and multicultural education.

FINLAND - OAJ

The portion of social contents has been increased. Boys and girls have the same opportunities in instruction. The position of minority groups in school and in society is good. The school supports free cultural activities.

GERMANY - DL

Providing social adaption for immigrants together with opportunities for keeping up their cultural identities.

GHANA - GNAT

In terms of social and cultural goals there is the need:

(a) to inculcate the appreciation of culture into those being educated;

(b) to develop co-operation, tolerance and sense of brotherliness.

These are attitudes the education system should actively develop in the society.

INDIA - AIFEA

These are promoted.

JAMAICA - JTA

Equal educational opportunity for women exists, study of literature, social studies, languages, the arts fosters cultural identity; mass education has extended understanding between ethic groups.

JAPAN - JEA

The construction of a cultural state is the ultimate goal of mankind to seek the balance between material and moral aspects in human life. The education for national development should, therefore, aim at the increase of social and cultural responsibilities of the students. For this, no discriminations whatsoever should be made in education on the basis of age, sex or social origin, and the respect for dignity of all occupations should be developed through education.

LEBANON - SEEP

Evolution déficiente dans la recherche d'une identité nationale.

MALAYSIA - NUTP

To inculcate national unity and develop a common Malaysian culture.

NEW ZEALAND - NZEI

New Zealand recently introduced a Human Rights Act which theoretically has equalized opportunities for females. Equal pay for equal work and equal opportunity for promotion have been the norm for some time.

NIGERIA - NUT

All of the above goals stated in the outline.

NORWAY - Norsk Laererlag & Norsk Lektorlag

See 2. (a).

PHILIPPINES - SMP

Social and cultural goals are the development and promotion of national identity and culture; commitment to national goals and ideals; and applying new knowledge for improving quality of human life.

REPUBLIC OF KOREA - KFEA

Education is commonly recognized as the primary requisite to overall social and cultural development. Education offers great opportunities for women education and employment and enables the nation to cherish and develop cultural heritage, enhances the social value, and creates new culture.

REPUBLIC OF SOUTH AFRICA - ATASA

Precisely all three stated in the question.

SPAIN - FETE

No se atiende de una manera organizada a promocionar a la mujer. Se ha permitido el establecimiento de las lenguas vernácular como asignatura en la escuela primaria y en la ensenanza media.

SRI LANKA - ACUT

A programme for better understanding among ethnic groups, not ignoring cultural patterns has been initiated.

SWEDEN - SF + SL

See 2. (a).

TRINIDAD AND TOBAGO - TTTU

Vastly increased opportunities for highly qualified women; the erasing of differences between ethnic groups accepting a common cultural understanding in fields of social and artistic activities in which cultural contribution is evident, but not emphasized.

UNITED STATES - NEA

The social and cultural goals of the country are extremely important in the development of a country. In the United States an intense effort has been made for increased opportunities for women and for different minority and ethnic groups, for the maintenance of cultural identity, for the maintenance of languages, and for a respect of other peoples, including respect for the various religions. The last two decades have seen great advancement in these areas. These are continuing goals.

YUGOSLAVIA - VSSJ

Education contributes to the better understanding between the many nations and nationalities in Yugoslavia, and through courses in their mother tongues dealing with specific cultural and historical subject matter, it gives them a fuller realization of their national rights and brings them closer as well to their "mother" countries.

2. (c) : *Political and civic goals, e.g. nation-building, participation by citizens.*

2. (c) : *Buts politiques et civiques (par exemple, édification de la nation, participation des citoyens).*

2. (c) : *Objetivos políticos y cívicos (creación de un espíritu nacional, participación de los ciudadanos en la vida cívica).*

BANGLADESH - BCTA

Helps grow sound civic sense, knowledge and understanding of rights and responsibilities of good citizenship and that helps one to sincerely participate in the nation building activities, helps grow political institutions and democratic behaviour in sound ways, educate the usefulness of constructive criticism and the norms of decent civic dealings and behaviours and all these help grow the homogenious outlook of people for solidarity and development.

BELIZE - BNTU

Nation building and independence.

CANADA - CTF

A necessary part of education is the training of people to seek out information and apply critical judgement, in ways that include the honest examination of their own motives. The goal is to produce citizens who will recognize and know how to defend their own interests, respect the needs of others, and be able to participate knowledgeably and rationally in collective decision-making.

ENGLAND - NATFHE

The political and civic goals of education are of crucial importance in the development of citizenship and in the provision of a balance with the influences of the mass media. This is particularly important in the last years of compulsory schooling and for the 16-19 age group, who are coming to terms with the demands of adulthood for the first time. Many vocational courses in further education for the 16-19 age group include elements of General Studies which deal inter alia with civic and political issues. A wide range of voluntary organizations including the trade union movement and the Workers Educational Association, play a major part in the provision of political education for adults. Teacher Education including in-service education has a vital role to play in ensuring that teachers in the schools are aware of their part in making young people aware of the political divisions of society and the role of the citizen in a democratic nation.

- NUT

There is no requirement on schools to include political and civic goals in their aims and curriculum. However all schools, by formal and informal means, generate some understanding of, and respect for, the democratic tradition. In some cases this takes place through lessons in politics or social studies.

FIJI - FTU

Our education system has to do a lot more to achieve its political and civic goals. Politics seems to irritate people.

FINLAND - OAJ

The pupils have got more opportunities to participate and they are made accustomed to take part in marking decisions.

GERMANY - DL

Learning and practising democratic ways of decision, helping the underdog, tolerating other opinions.

GHANA - GNAT

We hold the view that this is the type of education towards mobilizing the participation of pupils, students, and the general public in self help projects for the benefit of the community - (Mobilisation of all and sundry for the benefit of all). This could be achieved by developing a sense of responsibility in all our national life. There is also the need for social integration to promote nationalism.

The school itself must be a replica of a participatory community - opportunities being given to students to take part in decision making at school and college levels.

INDIA - AIFEA

There is a seal emphasis on these goals.

JAMAICA - JTA

Curriculum, overt and hidden, democratization of school boards, student councils and mass education generally prepares students for participation in democracy.

JAPAN - JEA

Education is a vital means for national development and should encourage participation by citizens in nation-building under the ideal of political freedom for all, Education must help citizens to increase their awareness of "being needed where they work" and encourage them to participate actively in volunteer activities.

LEBANON - SEEP

Maintes difficultés: sur le plan politique, confessionnel et régional.

MALAYSIA - NUTP

Malaysian consciousness, eradication of anti-national and subversive elements.

NIGERIA - NUT

All of the above.

NORWAY - Norsk Laererlag & Norsk Lektorlag

See 2. (a).

PHILIPPINES - SMP

Political and civic goals - are the development of high-level professions that will provide leadership for the nation; more active participation of the people in the barangay level.

REPUBLIC OF KOREA - KFEA

We believe that education fosters patriotism, inculcates fundamental knowledge and understanding of democratic government and contributes to the democratic development by improving the quality of democratic citizens.

REPUBLIC OF SOUTH AFRICA - ATASA

Participation by all citizens.

SPAIN - FETE

Se ha suprimido la antigua asignatura de Formación del Espíritu Nacional, sustituyendose por la enseñanza de la Constitución y se ha hecho opcional la asignatura de Religión o de Etica.

SRI LANKA - ACUT

A very positive step has been taken by the Government by the proposed and very early introduction of district developments to solve a major political problem which has beset the country for over a quarter century in not receiving the cooperation of a large section of the nation - an ethnic group - based on language primarily.

SWEDEN - SFL + SL

See 2. (a).

TRINIDAD AND TOBAGO - TTTU

With the development of co-educational schools - secondary, professional - the basis for multiracial parties, both political and social is set, and the idea of an action composed of various ethnic groups becomes evident and accepted in the highest levels, political, social and economic.

UNITED STATES - NEA

The education and involvement by citizens in political and civic goals has been a long standing objective. The voting age in national elections has been lowered to 18 years. Various groups, including the National Education Association (NEA), have become extremely active in political affairs and participate constantly in politics and in elections.

YUGOSLAVIA - VSSJ

Education makes possible the development of a world outlook where the interpersonal relations at work and in the social and political life are resolved on the basis of socialist self-management, which pre-supposes the active participation of all in management, as well as the understanding of others and the capacity to bring into accord the general and individual needs.

FIPESO

See question 9.

3. (a) : *What actions have been taken to encourage non-formal or out-of-school programmes (sponsored either by public authorities or by non-governmental organizations such as trade union, women's and youth groups etc.) to inform people about development issues?*

3. (a) : *Quelles actions ont-elles été entreprises en vue d'encourager des programmes non formels ou extra-scolaires (patronnés soit par des autorités publiques, soit par des organisations non gouvernementales telles que syndicats, groupements de femmes et de jeunesse, etc.) destinés à informer le public des questions de développement ?*

3. (a) : *¿Qué medidas se han tomado para estimular la enseñanza no oficial y extra-escolar (patrocinada por las autoridades públicas o por organizaciones no gubernamentales como son los sindicatos, asociaciones femeninas o juveniles, etc.) para informer a la población sobre cuestiones de desarrollo?*

BANGLADESH - BCTA

Canal digging or re-excavation of ditches for doubling our food production to attain self-sufficiency in this regard; Population education to our people for planned family life.

BRAZIL - CPB

Information campaigns are rare and do not have official support.

CANADA - CTF

A great many voluntary associations, including Trade Unions, encourage the discussion of social and economic issues in Canada. This effort is supplemented by a wide variety of adult education programs, and by discussion of issues in the public press and in public affairs broadcasts on radio and television (including a number of radio programmes in which listeners are invited to take part by telephone).

ENGLAND - NATFHE

As has been indicated in 2., many voluntary organizations contribute to provision for adult education, and these include courses and other forms of education relating to economic and decelopment issues.

- NUT

The Overseas Development Administration runs an education programme, otherwise programmes are left to non-Government agencies and organizations.

FIJI - FTU

Women's Interest Officer go and organize women's clubs and youth leaders, Red Cross, St. John and Other Organizations are encouraged to encourage non-formal education. People need more information in this area.

FINLAND - DL

Free citizens' organizations (e.g. the UN-federation) work this cause. Contributions are organized.

GERMANY - DL

DL and its member organizations try to convince public opinion of the need for further development in education by publications, open discussions, demonstrations, all kinds of interventions.

GHANA - GNAT

There are provisions by some organizations to encourage and promote non-formal or out of school programmes:

1) National Council on Women and Development:

It organizes seminars/workshops and conferences and symposia on the role of women in the development process. In addition the council promotes the development and establishment of rural industries.

2) YWCA/YMCA:

The Young Men/Women Christian Association provide the youth with moral training in addition to providing vocational training in carpentry, masonry catering.

3) There are various Youth Associations undertaking self help projects in the local and district communities.

4) There is also the Christian Council and the Catholic Secretariat that provide similar training in vocation, family life education, civic education and organize debates, symposium and conferences to educate their members and the general public on current political issues. Of late, they have been undertaking economic ventures, like farming and formation of Credit Unions.

5) Students Associations (National Union of Ghana Students - NUGS and Ghana United Nations Students Association - GUNSA) are only two examples of students bodies in Ghana. They are active in political and social developmental issues in the country.

6) There is a co-ordinating body - National Youth Council - monitoring the activities of the various Youth Associations.

7) The GNAT organizes workshops, lectures and symposia for its members. In addition it organizes courses, seminars and workshops on topics like participation in decision making, credit union and co-operative education and the teacher and the rural community.

INDIA - AIFEA

Country-wide programmes initiated.

IVORY COAST - SNEPPCI

L'éducation des adultes en matière de développement a rang de priorité dans les options des pouvoirs publics et du parti. Pour deux raisons. D'abord l'évidente nécessité de cette éducation pour l'individu, ensuite le souci d'écarter toute contradiction entre la formation dispensée dans les écoles et les réalités de la vie courante, qu'il s'agisse des villes ou du monde rural.

Partant de ces principes, nombre d'initiatives sont prises pour que les jeunes et leurs parents puissent se comprendre et assumer ensemble leur environnement. Les actions sont dynamisées par le truchement des structures administratives, politiques, sociales qui se chargent d'animer les populations. C'est le cas pour:

Les fonds régionaux d'aménagement rural: C'est une aide de l'Etat destinée au développement des régions. Le Préfet du département préside la réunion du Comité Directeur qui comprend les sous-Préfets, les Secrétaires Généraux des sous-sections du parti, les directeurs régionaux, les chefs de services, les notables et les cadres de la région. Définition des besoins, établissement des priorités, mise en oeuvre des programmes d'animation, des travaux d'infrastuctures sociales financés certes par le Gouvernement mais qui bénéficient largement de l'adhésion et de la disponibilité des communautés. De telles questions sont souvent à l'ordre du jour.

La Coupe Nationale du Progrès: Sous l'égide du Ministère de l'Agriculture, une commission technique interministérielle établit les programmes, définit les critères et met en jeu deux compétitions: la Coupe des Sous-Préfectures et la Coupe individuelle des exploitants Agricoles.

L'édition se déroule sur deux ans. La Coupe des Sous-Préfectures permet de récompenser les Sous-Préfectures lauréates qui ont réalisé les meilleures performances pour la modernisation des villages: amélioration de l'habitat, construction de dispensaires, maternités, écoles, pistes praticables, forage de puits ou adduction d'eau, centres d'alphabétisation, mise en application du code civil, opérations d'assainissement, etc.

La coupe individuelle des exploitants agricoles consacre le rendement des exploitations, la qualité des méthodes culturelles, les investissements pertinents recensés à l'actif des vainqueurs.

La coupe nationale du progrès revient aux lauréats régionaux et aux vainqueurs nationaux qui l'ont emportée devant les lauréats des régions.

La remise des récompenses (en nature et en espèces) donne lieu à des manifestations largement diffusées par les média. Les lauréats nationaux reçoivent la coupe des mains du Président de la République lors des manifestations culturelles prévues à la clôture de la fête anniversaire de l'indépendance.

Les équipes mobiles de santé publique: Deux cents unités mobiles équipées et dotées de véhicules tous terrains sillonnent le pays pour éduquer et soigner les villageois.

L'Office National de Promotion Rurale (O.N.P.R.): Les équipes de l'O.N.P.R. assurent des interventions multiples: toutes opérations de développement en fonction des besoins locaux. Création de groupements à vocation coopérative, alphabétisation, apprentissage de nouvelles méthodes culturelles, lutte contre la simuli de l'onchocercose, éducation nutritionnelle, lutte contre la dégradation des sols et de la flore, etc.

La Journée de l'Environnement: Célébrée chaque année sous les auspices du Ministère des eaux et des Forêts développe un thème à l'attention du public. Des expositions complètent l'information.

Autre action de sensibilisation et d'incitation: A l'initiative du Ministère des Eaux et Forêts, des concours dotés de prix pour intéresser le public aux problèmes de l'environnement. Le concours de janvier 1980 avait trait à la faune sauvage. Par leurs réponses, les participants devaient fournir des renseignements sur la distribution, la densité de plusieurs espèces d'animaux sauvages du pays. Autre objectif du concours, faire contribuer à la protection de la faune.

Les interventions de l'Unité Extra Scolaire:

(a) Des sessions de formation organisées par les responsables de l'Extra Scolaire (cellule éducative du Ministère de l'Enseignement Primaire et de l'Education Télévisuelle) permettent aux paysans formés d'encadrer d'autres paysans.

(b) Télé pour tous diffuse une fois par semaine un film éducatif. Les thèmes très variés traitent de problèmes pratiques d'ordre économique, social, culturel ayant trait à la qualité de la vie. Les groupes d'écoute engagent la discussion avec les animateurs chargés de rendre compte des débats et des actions suscitées par les émissions.

L'éducation féminine:

(a) Les foyers de la femme, institutions gérées par le Ministère de la Jeunesse, de l'Education Populaire et des Sports sont animés par

des maîtresses d'éducation permanente. Elles ont pour rôle d'éduquer les jeunes filles, les femmes analphabètes ou déscolarisées et de faciliter leur insertion dans la vie moderne. Au programme de ces établissements: économie familiale, alphabétisation, activités d'adaptation à la vie moderne.

(b) Pour vous, Madame, émission éducative du Ministère de la Condition Féminine passe à la télévision deux fois par mois. Thèmes variés de vie pratique. Pour vous, Madame, répond aussi aux questions que se posent les femmes des villes et des campagnes.

Ce sont là quelques exemples parmi les programmes d'éducation au développement appliqués aux adultes. Comme on peut le constater, l'éducation des masses est l'affaire des pouvoirs publics. Mais il serait injuste de négliger les efforts déployés par les organisations bénévoles.

Les associations et mouvements de jeunes, les associations des cadres pour leurs régions respectives, les organismes privés confessionnels (que l'Etat subventionne parfois) ne marchandent pas leur appui ni leur aide pour apporter leur pierre à l'édifice: chantiers de jeunes, réunions pour examen de projets dans les villages, journées de réflexions par des missionnaires, ... Les enseignants apportent partout dans le pays leur concours appréciable à l'animation des groupes. Ils le font bénévolement après la classe.

JAMAICA - JTA

Government, political parties, voluntary, professional, business groups focus attention on development issues.

JAPAN - JEA

Since 1970's new measures for education and social welfare and security are being taken in accordance with the new concept of national development. Life-long education is also considered an integral part of national development.

LEBANON - SEEP

Programme officiel: classes qui présentent au diplôme officiel.
Syndicat: voix consultative.

MALAYSIA - NUTP

There is ample attention being paid to development issues via speeches of Ministers, seminars by unions and youth clubs, as well as priority being given by the government controlled media to these issues.

The Government Ministries and other agencies conduct regular seminars and forums to various groups of the people belonging youth and other civic organizations to explain and inform people about development issues. The Mass Media, particularly the radio and T.V. are widely used for purpose of bringing these issues to the public knowledge and attention.

NIGERIA - NUT

Very little has been done except by voluntary organizations.

NORWAY - Lektorlag

A great number of organizations and societies, public and private, deal with development issues as part of their activities. Lectures, courses, seminars, conferences, study groups, etc. are held, articles and essays written, films, slides, tapes, etc. made as part of the information available to the public.

PHILIPPINES - SMP

Foremost of the varied programmes in existence are the:

i) School-on-the-Air Programme or "Lingap ng Pangulo sa Barangay" which is aimed at bridging the communication gap between the government and the people in the rural areas by providing them information on the latest technologies related to farming and food production, home industries, community development, nutrition, pollution control, family planning, health services, natural resources conservation and other matters.

ii) Non-Formal Education Centers which conduct NFE classes and other activities focused on vocational/occupational skills training courses.

iii) The Mobile School - a unique, rolling school, a "school-on-wheels" conceived and organized to help in the development of the rural areas in the Province of Capiz and the City of Roxas. Bringing its training staff and facilities to the remote places in the country-side right at the doorsteps of the people, it provides short-term practical skills courses depending upon the clients' need and the availability of raw materials and the prospects of generating for the trainees.

iv) The Maryknoll Adult Education Programme.

v) The National Manpower and Youth Council (NMYC) and the NMYC Regional Training Centers which emphasizes human resources development for industrial trades which directly promote the goals of national development.

REPUBLIC OF KOREA - KFEA

The purpose of non-formal or out-of-school programmes is to enlarge educational opportunities for the out-of-school population, particularly adult groups. The Education Law defines its area as comprising civic education, skill education, short-term training of the employed workers, library and information services, college open lecture, air and correspondence education, and Saemaul Education.

The goal of Seamaul Education is to enable community people to contribute to the development of the community and the nation.

Under the goal guidelines were set forth and implemented as follows:

1) Curriculum has been organized so as to fit the unique needs of regional community with concern for problems facing the community.

2) The human and material resources available in the community has been utilized to the maximum extent for learning and teaching.

3) Extra-curricular activities have been focused on developing the attitude of industriousness and frugality.

4) The school has striven to improve and widen educational opportunities for the unschooled youth and adults in the community through a variety of educational programmes.

5) The school has participated actively in community development activities by planning them as an essential component of school events.

6) The schools have served as a community center spearheading and coordinating community development activities.

7) The school has played leadership roles in furthering the development of cultural activities in the community.

REPUBLIC OF SOUTH AFRICA - ATASA

Women and youth groups are organizing various non-formal programmes and other non-government agencies in an uncoordinated manner.

SPAIN - FETE

Nuestro sindicato a luchado y lucha por una escuela integrada, pluralista, pública, gestionada democráticamente, poreso no a perseguido las subvenciones económicas para escuelas con determinadas edeologías. El Gobierno ha favorecido la creación y mantenimiento de escuelas definidas por un ideario ideológico y financiadas por el Estado sin ningún control prácticamente de las subvenciones concedidas a dichos centros privados.

SRI LANKA - ACUT

Action more by non-governmental organizations.

SWEDEN - SFL + SL

See I. 1. c): adult education associations and folk high schools.

TRINIDAD AND TOBAGO - TTTU

Trade Unions have designed courses of lectures and seminars to bring their members up-to-date on current issues. An association of housewifes keep their members and the general public up-to-date on topics like rising prices, standards of products.

UNITED STATES - NEA

A very large percentage of both non-profit and profit making private sector organizations sponsor their own educational programmes which inform and educate their constituents in ways that will result in their more active participation and contributions to society. Almost every trade union, women and youth groups, are deeply involved in this. The National Education Association is one of those groups that, through its publications, brochures, seminars, workshops, makes a constant effort to inform its members about those issues that will lead to the development of a more just society.

YUGOSLAVIA - VSSJ

Within academic education, apart from the compulsory, official and mostly general forms and contents, it is made possible for youth as well as adults that they can pursue some specific programmes according to their needs and interests in their political, vocational, scientific, cultural, technical and sports organizations. Such activities exist outside of the school also. Different types of information, political, cultural and vocational training and educating are also organized, as a rule, by every work organisation (factory, enterprise, etc. - for their employees, and in some places for members of their families also), as well as by political, cultural and other organizations - particularly the Trade Union Organization. That is also the basic orientation of the League of Socialist Youth and the League of Pioneers of Yugoslavia (pioneers: children under the age of fourteen). Women participate equally in these activities, and certain health organizations as well as the Conference for the Social Activity of Women organize, when the need arises, specific consultation meetings, lectures, etc.

In the past, problems of space, cadres and the conditions for the implementation of programmes for the relevant, mostly informal educational activities were solved by the Workers and Peoples Universities. In the context of the reform every school is required to undertake public and cultural activities. The informative and educational activity of the socio-political, social, cultural, professional, technical, recreational and other organizations of youth and adults is being developed as well.

3. (b) : What use is made of the mass media?

3. (b) : Quel usage est-il fait des mass media ?

3. (b) : ¿Qué uso se hace de los medios de difusión?

BANGLADESH - BCTA

Discussion, feature, short-play, talk, articles, speeches, etc. through radio, television, cinemas, press.

BELIZE - BNTU

Government programmes over Radio Belize.

BRAZIL - CPB

The information media are orientated towards the study of isolated aspects of development.

CANADA - CTF

See 3. (a).

ENGLAND - NATPHE

The mass media have an important part in raising levels of awareness and disseminating information on development issues. While the majority of this is likely to be in the form of news or general information a substantial part of both broadcast and published media will be specifically educational in orientation, and will be linked to more direct forms of educational provision.

These links operate at a number of levels including schools, the Open University and Adult Literacy and Adult Basic Education. The media can play an important part in stimulating participation in more traditional forms of education.

- NUT

A small percentage of educational programmes deal with development issues and a large number of current affairs programmes deal with developmental issues as they arise.

FIJI - FTU

Excellent use is made of the mass media but the organization and content need careful scrutiny.

FINLAND - OAJ

They don't have any specific role.

GERMANY - DL

The mass media are independent, so they cannot be used, but must be convinced.

GHANA - GNAT

1) Newspapers in our country have been in the fore-front in the dissemination of news, discussion of topical issues, identification of national problems and suggestions for solving them, exchange of views on issues of development and promotion of democratic process.

2) Radio has made a great impact on the whole community as the widest used medium in the dissemination of news. It is used mainly by government in giving information to the people. But the general public are informed of developments as they take place in the various communities. Nine major Ghanian languages are used in educating the public: Programmes include agricultural, health and political activities. Specific programmes are also provided to schools and colleges at the various levels.

3) Television programmes are limited to the urban and city communities.

4) Mobile and information service vans are extensively used for political education while posters are used for health, civic and agricultural programmes.

INDIA - AIFEA

Very little.

IVORY COAST - SNEPPCI

Voir 3. (a).

JAMAICA - JTA

Considerable, though wider cross section desirable. Government agencies abovementioned groups use TV, radio and three major newspapers.

JAPAN - JEA

Mass media are becoming increasingly active in recent years in reporting on development issues in connection with the international relations between Japan and other countries.

LEBANON - SEEP

Cela dépend du contenu.

MALAYSIA - NUTP

The mass media, especially radio and television highlight 'development' issues almost everyday. There are also special slots of air time devoted to development programmes on radio.

NIGERIA - NUT

Often used for what borders an indocrination and propaganda; some positive results nevertheless.

NORWAY - Lektorlag

Mass media, in particularly TV and radio, which are state-owned, are directly involved in making and showing education programmes in and out of school. Development issues are integral parts of such programmes. Occasionally, reporting teams make special programmes from development projects. Also newspapers and magazines consider development education highly interesting.

PHILIPPINES - SMP

Mass media is used to communicate knowledge and information which support formal and non-formal education objectives. It is likewise used as a channel for the preservation of indigenious culture and the cultivation of artistic expression. It is also a means of inculcating values, strengthening commitment to national goals and ideals, and encouraging participation in development.

REPUBLIC OF KOREA - KFEA

Various newspapers carry considerable articles on social education with emphasis on development issues, the radio and television offer varied programmes of education for development. We make appropriate use of mass media and seize all other opportunities to publicize the concept of education for development.

As an extended programme of social education, air high schools and a college were established with a view to providing educational opportunities to the out-of-school youth and adults. The programme covers all requirements of regular school curriculum. Instruction is provided through the radio programmes laying emphasis on social development.

REPUBLIC OF SOUTH AFRICA - ATASA

Radio is used by some social agencies, e.g. family planning.

SRI LANKA - ACUT

Full use is made, mass media is government controlled. But freedom for other publications - TV has just been introduced.

SWEDEN - SFL + SL

The Swedish Broadcasting Corporation (Sveriges Radio AB) comprises three companies, among them the Swedish Educational Broadcasting Company, whose task is to produce and transmit programmes for the entire educational sector, i.e. pre-school education, youth education, adult education and higher education. An internal publishing department produces printed material, sets of slides etc. for use in conjunction with individual programmes or series of programmes. A total of 1,257 new radio programmes and 150 new television programmes were produced in 1978/79. During the same year there were 662 radio and 410 television re-runs and 44 television programmes were produced externally.

TRINIDAD AND TOBAGO - TTTU

There is a determined effort to keep the general public informed by using the newspapers, the radio and television to bring out views on development issues. Articles in the newspapers and discussions on radio and television.

UNITED STATES - NEA

The mass media - newspapers, magazines, television - are constantly used to inform the people of the United States. A free and unrestricted press is the best guarantee to adequate information.

YUGOSLAVIA - VSSJ

There is a great number of various newspapers and magazines in Yugoslavia, and the radio and TV networks are highly developed. Through programmes in all the languages of the nations and nationalities of Yugoslavia, as well as programmes for foreign countries, including programmes for Yugoslav workers temporarily employed abroad, they provide information concerning politics, culture and education which can benefit either all recipients or certain specific groups. They conform to our general policy whose goals are the realisation of basic cultural values, a political consciousness of self-management, mutual understanding, understanding of peoples and nations from other continents, especially the developing and non-aligned countries.

Yugoslavia was one of the initiators and founding members of the Non-aligned Countries Information Pool.

4. (a) : *What courses specifically related to education for development are included in pre-service and in-service teacher education programmes?*

4. (a) : *Quels cours expressément reliés à l'éducation pour le développement figurent-ils dans les programmes de formation préalable et de formation en cours d'emploi des enseignants ?*

4. (a) : *¿Qué cursos especialmente relacionados con la educación para el desarrollo figuran en los programas de formación de maestros antes del ejercidio y en el ejercicio?*

BANGLADESH - BCTA

At the moment no formal courses are included in pre-service programmes. Population education programmes besides some short courses on innovative nature relating to development are included in in-service programmes.

BELIZE - BNTU

Rural project in agriculture.

BRAZIL - CPB

Do not exist.

CANADA - CTF

There is pressure to increase the attention paid to economics in the pre-service and in-service education of teachers. A broad-based voluntary organization, governed by representatives of industry, labor and the educational community, has been created to stimulate the production of appropriate materials.

ENGLAND - NATFHE

A number of initial and in-service teacher education courses do include elements relating to development education. More particularly courses deal with the development of particular groups, e.g. women and girls, ethnic minorities, slow learners, within British society.

- NUT

It is not possible to ascertain whether any pre-training courses contain a compulsory element related to education for development, but there are a number of optional courses. There is no compulsory element in any in-service programme.

FIJI - FTU

Physical Education, Music and Art and Craft Courses, Industrial Arts, Home Economics, Languages, Environmental Studies, Audio Visual Aids, Radio Lessons and Sciences.

FINLAND - OAJ

In pre-service education a course in education of internationalism.

GERMANY - DL

No special courses, except for dealing with the needs of immigrants.

GHANA - GNAT

Courses are specifically related to education for development including pre-service and in-service are: social studies, science studies, home science, vocational and technical education courses.

INDIA - AIFEA

Nil.

IVORY COAST - SNEPPCI

Des cours concernant l'éducation pour le développement sont au programme de formation initiale: travaux pratiques de jardinage,

menuiserie, cuisine, couture, fréquentation d'une bibliothèque, animation d'une coopérative, travaux personnels de recherche, dynamique de groupe, étude du milieu, enquêtes, monographies, exercices d'activités et création.

En cours d'emploi, ce sont des tâches spécialisées qui entrent en jeu: cinéma, vidéo, travaux de maintenance des appareils ...

JAMAICA - JTA

Education and Social Development taught in both programmes at School of Education, U.W.I.

JAPAN - JEA

At present no pre-service and in-service teacher education programmes include courses specially related to education for development. These topics are usually dealt within the courses related to social welfare or volunteer activities.

LEBANON - SEEP

Au Ministère de l'Education Nationale, une commission, dite responsable des programmes, s'occupe de ces problèmes à sa façon.

MALAYSIA - NUTP

None, except for Economics Methodology courses for Economics graduates who would be teaching Economics in 6th form classes.

NIGERIA - NUT

Those courses which upgrade competence in teaching certain subjects such as Diploma courses in Adult Education in universities.

NORWAY - Lektorlag

There are at present no courses specifically related to education for development included in the regular teacher training programmes. The Pedagogical Seminary at the University of Oslo has however, in cooperation with the UN National Committee and NORAD (Norwegian Development Aid Agency), during the last few years held weekly seminars for teacher students and teachers in service. Attendance is voluntary, and development education problems are allocated approximately 10-12 periods during the week's programme.

PHILIPPINES - SMP

Courses related to education for development in pre-service and in-service teacher education programmes include population studies, nutrition, food preservation, conservation of natural resources, tax consciousness, land reform, cooperative education, family planning and tourism.

REPUBLIC OF KOREA - KFEA

The following courses are related to education for development:

Educational Sociology, School and Community, Saemaul Education, and Education and National Development.

REPUBLIC OF SOUTH AFRICA - ATASA

None specifically.

SPAIN - FETE

Hay realmente pocos programas de formación de maestros antes y durante el ejercicio y los que hay tienen poca difusión. No hay conexión entre los estudiantes de magisterio con cuestiones relativas al desarrollo.

SRI LANKA - ACUT

This exists only as regard in-service teacher education.

TRINIDAD AND TOBAGO - TTTU

The Teacher Education Programme offers courses in industrial arts, woodwork, metal work, home economics, fine arts, agriculture.

UNITED STATES - NEA

Specific courses in development are not included in pre-service and in-service teacher education programmes. However, those programmes which deal with the development of the nation on economic, social, political, and technological bases are part of almost every course. Student teachers relate to development issues through courses in political science, economic geography, economics, social sciences, and through participation in the free enterprise system, in politics, and in their general effort to participate in the daily life of the community.

YUGOSLAVIA - VSSJ

While studying for the teaching profession, the candidates are required to acquire the social and political education which enables them, not only to understand (and that without regard to their speciality, as they have also the task to have a general pedagogical function - they can be formed masters, for instance) but to be also able to explain to students occurrences and events in our country and in the world, to promote the implementation of the brotherhood and unity of the nations and the nationalities of Yugoslavia, as well as the concept of international solidarity, especially with the developing and non-aligned countries. In this sense, apart from other educational subjects of a general character, they study the foundations of social sciences (Marxism and socialist self-management). While they are working, teachers are required to continually further their knowledge in ideological, political, professional and pedagogical fields. Most of the programmes organized by the professional educational bodies and the Trade Union - in the school, commune or at a higher level - always contain current socio-political themes, among which the dominant theme is most often the foreign policy stand concerning developing countries and non-alignment. Other themes which are also

dealt with are economic measures in the country, the policy of solidarity, the results and problems in increasing economic power in the less developed regions, etc.

4. (b) : *In general, how are student teachers encouraged to relate their courses to development issues?*

4. (b) : *En général, comment les élèves maitres sont-ils encouragés à relier leurs cours aux questions de développement ?*

4. (b) : *En general, ¿cómo se alienta a los estudiantes de magisterio a relacionar sus cursos con cuestiones relativas al desarrollo?*

BANGLADESH - BCTA

Generally study tour, i.e. visit to various industrial plants viz, mills, factories and other projects related to development. Anyway, like many developed countries we have no educational institutions attached to industries.

ENGLAND - NATFHE

Teacher education course content and closely related teaching practice generally seeks to relate to the needs of the groups identified in 4. (a).

- NUT

Such matters are left to the discretion of the tutors concerned but in general terms such encouragement is incidental.

FIJI - FTU

Extra curricular activities, Clubs and Societies & Community Services.

FINLAND - OAJ

The studies are rather fixed and the amount of optional courses is very limited.

GERMANY - DL

Special qualifications for teaching immigrants, handicapped children.

GHANA - GNAT

Courses related to the above are given attention in the upper level of teacher preparation. These give opportunities to teachers in training to do field work and therefore become conversant with problems on development. This approach is not given serious

attention at lower teacher preparation courses.

INDIA - AIFEA

Nil

IVORY COAST - SNEPPCI

See 4. (a).

JAMAICA - JTA

Through discussion in seminars and the type of planning done for practice teaching.

JAPAN - JEA

University students are getting interested in international development issues through their contacts with students from developing countries in extra-curricular activities, etc.

LEBANON - SEEP

Ils sont liés au programme et aux enseignants.

MALAYSIA - NUTP

Most likely through civics lessons and geography and history.

NIGERIA - NUT

Projects and short courses are organized here and there by Institutes of Education.

NORWAY - Lektorlag

There is a feeling that our teacher training curriculum is more concentrated on the local situation and less on global and development problems than the newer curricula of primary and secondary schools. Many teachers are however personally interested in development issues and include it in their studies and teaching. Several teachers from primary, secondary and teacher education join or have joined development projects abroad as specialists, education officers or peace corpse volunteers.

PHILIPPINES - SMP

Student teachers relate their courses to development issues through the Youth and Civic Action Programme which has become an integral part of the curriculum. In the YCAP, students are trained and oriented toward civic consciousness, practical work and community cooperation.

REPUBLIC OF KOREA - KFEA

They are not placing special emphasis on education for development per se but all courses are closely related to the development of the nation to some extent.

REPUBLIC OF SOUTH AFRICA - ATASA

In general, this still depends on the individual capacity and inclinations of Teacher Training Colleges to relate their causes to development issues. There is no specific directive to do this.

SRI LANKA - ACUT

Very little general directives are available.

TRINIDAD AND TOBAGO - TTTU

The student teachers take part in discussions arising out of economic problems of the moment and how they relate to the social science course. A programme of visits to factories, business enterprises, etc. is followed.

UNITED STATES - NEA

See 4. (a).

YUGOSLAVIA - VSSJ

See 4. (a).

4. (c) : What, in your opinion, are the subjects in existing curricula which lend themselves most readily to education for development?

4. (c) : Quelles sont, à votre avis, les matières des programmes d'étude actuels qui se prêtent le plus facilement à l'éducation pour le développement ?

4. (c) : En su opinion, ¿qué materias de los programas vigentes se relacionan más directamente con la educación para el desarrollo?

BANGLADESH - BCTA

Geography, civics, social-studies, population education, economics.

BELIZE - BNTU

See 4. (a).

ENGLAND - NATFHE

A wide range of subjects in curricula at different levels in the education system may provide means of introducing education for development: this will in many instances depend on initiatives at institutions classroom level by individual teachers within the decentralised system. Subjects in further and higher education and in teacher education include general studies, environmental studies,

contemporary studies and interdisciplinary studies.

Many vocational courses have a direct bearing on development, whether in the context of advanced industrial countries or of the Third World. For example both advanced and developing economics share a need for engineers, technicians and other trained specialists.

ENGLAND - NUT

All subjects, to a greater or lesser degree, lend themselves to education for development but social studies, political education, literature, geography, economics and economic history might be felt to lend themselves most readily.

FIJI - FTU

Technical subjects, Arts and Craft, Environmental Studies and Commercial education.

FINLAND - OAJ

Best in themes outside of the subjects. This is rather a question of attitudes than of subject.

GERMANY - DL

Geography, Political Science, Foreign Languages.

GHANA - GNAT

In our opinion, all the subjects in the school curricula should make developmental issues the basis. In a developing country there is no need to take a particular subject which does not make developmental issues the basis of study.

INDIA - AIFEA

Nil.

IVORY COAST - SNEPPCI

L'animation et la gestion de la coopérative scolaire, les cours de sociologie, d'économie, d'hygiène, de santé, de nutrition, les séances d'initiation pour la diffusion des cours d'alphabétisation; toutes ces matières trouvent leurs applications concrètes dans l'intervention des élèves-maîtres confrontés aux problèmes de développement dans les villages.

JAMAICA - JTA

Social Studies, Civics, Economics, Life Skills, Home Economics, Agricultural Science.

JAPAN - JEA

A comprehensive curricular revision is taking place at different levels of education, namely, from 1980 for elementary schools, from 1981 for lower secondary schools and from 1982 for upper secondary

schools. Special attention is being paid in the curricular revision of social studies to "provide for correct appreciation of the significance of natural environment and resources and promotion of international understanding." There remains yet, however, much to be improved for social studies course to play a truly effective role in promoting the education for development.

LEBANON - SEEP

L'Education Civique, la Morale, le Droit.

MALAYSIA - NUTP

Commerce, Civics, History, Geography and General Paper.

NIGERIA - NUT

Curricular study courses, guidance and counselling courses, educational administration courses.

NORWAY - Lektorlag

In primary school education for development has been included in the curricula of several subjects. Most readily, it is dealt within social studies, natural science and health. The same applies to secondary school curricula, only that the problems may become more pronounced. In pre-vocational training, development issues are included in almost every field.

PHILIPPINES - SMP

Some of these courses which lend themselves to education for development are those on Current Issues, Agrarian Reform and Taxation.

REPUBLIC OF KOREA - KFEA

School and Community and Education and National Development.

REPUBLIC OF SOUTH AFRICA - ATASA

Social studies, science education.

SRI LANKA - ACUT

Social studies, religion mathematics, health education, science.

TRINIDAD AND TOBAGO - TTTU

See 4. (a) and (b).

UNITED STATES - NEA

See 4. (a).

YUGOSLAVIA - VSSJ

See 4. (a).

5. (a) : *Do the following groups believe that education has adequately fulfilled its role in national development up to now?*

(i) government spokesmen:

(ii) teachers:

(iii) the general public:

5. (a) : *Les groupes ci-après estiment-ils que l'éducation jusqu'ici a bien rempli son rôle dans le développement national:*

(i) les porte-parole du Gouvernement

(ii) les enseignants

(iii) le grand public

5. (a) : *¿Qué sectores de los que a continuación se mencionan creen que la educación ha complido hasta la fecha su papel en el desarrollo nacional?*

(i) ¿los portavoces del gobierno?

(ii) ¿los maestros?

(iii) ¿el público en general?

BANGLADESH - BCTA

(i) Government believes that education has fulfilled its role to a large extent.

(ii) Don't think that teachers have reasons to believe so.

(iii) The general public is not so conscious about this.

BELIZE - BNTU

(i) Yes.

(ii) Not known.

(iii) Not known.

BRAZIL - CPB

The official quarters give an affirmative answer. But the development in question is economic. Its aim: profit. The general public is ignorant of these problems and so are teachers. The education system has placed itself apart and become marginal so as not to conflict with the establishment and for not being able to engage directly in profit seeking. There are isolated efforts from teachers' associations and some universities to analyse the situation critically.

CANADA - CTP

The general public, in response to opinion polls, shows a high level of satisfaction with the state of Canadian schools. Teachers

and governments, too, believe that education has contributed very importantly to national development. This is not to say that there is no concern about the continuing role of the school. All groups agree on the need to maintain and improve the effectiveness of education as a preparation for working life (a need that is felt to be very urgent at the present time, when youth unemployment is at record levels), to improve the quality and availability of materials for teaching about Canada, and to strengthen the part played by the school in encouraging pride incultural diversity and maintaining the bilingual character of the nation of Canada. Curriculum is under constant review both by teachers and by education authorities.

ENGLAND - NATFHE

(i) In recent years, Government have shown increasing concern about the contribution of education to national development. This has focussed on the basic skills of young people on completing compulsory education; the awareness of schools of the needs of industry and employment; and the ability of the system to provide appropriate forms of vocational preparation for the 16-19 age group. A further aspect of Government concern has been to provide effective means of training the unemployed (and particularly the young unemployed) to enable them to develop their economic role.

(ii) Teachers' organizations have broadly taken the view that the educational system is attempting to fulfill its role in terms of national development, as for this is compatible with other roles (for example the achievement of individual pupils' or students' full potential), and as far as it is possible within continued contraints on resources and the lack of clear operational guidance from central government.

- NUT

(The Union has interpreted national development as meaning economic development for the purposes of this question.)

(i) There is an opinion that schools are not preparing students in such a way that they meet the needs of industry.

(ii) It is not the role of teachers in schools to provide a vocationally orientated education, except in the broadest sense of preparation for working life. Their role relates to the need of individual pupils, rather than to the economic development of the country.

(iii) Public opinion is often prepared to accept education as a scapegoat for the short-comings of the economic sector.

FIJI - FTU

(i) Yes, government spokesmen do.

(ii) There is some doubt in the minds of our teachers. They say education could have brought about more results.

(iii) Those that belong to the ruling party believe that it has but those in the opposition don't. (60 - 40)

FINLAND - OAJ

(i) In general they do believe. This is because of the centrally administred school system. The government is able to make quick changes.

(ii) Teachers hold it for too theoretical. Too little optionals.

(iii) The general public wants more subjects into the curriculum than there is room for.

GERMANY - DL

(i) Partly, yes.

(ii) As best as they can.

(iii) Mixed, but mostly no opinion.

GHANA - GNAT

The three bodies government spokesmen, teachers and the general public generally agree that education has helped in the development of the country up to a certain point. Human resources were so adequately developed that it helped the early attainment of independence. Faith in education as an instrument of development continued to be demonstrated after independence in 1957; this is shown in the establishment of a University of Technology and Science Education and the promulgation of 1961 Education Act which introduced free universal compulsory education. Disillusionment with education in post independence Ghana grew, leading to the setting up of the Dzobo Committee on Education. The report of this Committee is a landmark in the development of Education in Ghana. Paragraph 4 of the New Structure and Content of Education for Ghana states: "The new proposals recognize that any system of education should aim at serving the needs of the individual, the society in which he lives and the country as a whole. In particular, that the system should, in a country like Ghana, aim at instilling in the individual, an appreciation of the need for change directed towards the development of the human and material resources of the country. Equally importantly, it must generate in the individual an awareness of the ability of man, using the power derived from science and technology, to transform his environment and improve the quality of his life."

The report restructured the education system to promote vocational training and geared the content of education toward the development of intellectual skills, attitudes and values which will help to make an effective citizenry.

It is to be noted that though the general public agree with both government spokesmen and teachers, they tend to blame teachers and administrators for the failures of education. (Their argument is

based on the grounds that the school leavers have the necessary academic qualifications but they have not got the necessary skills to enter the employment market.

INDIA - AIFEA

(i) Show no concern.

(ii) No.

(iii) No.

JAPAN - JEA

Education is not adequately fulfilling its role in national development.

(i) Government spokesmen should play a more concrete role.

(ii) Teachers should be made fully aware of the importance of their role through in-service education programmes.

(iii) The number of people getting interested in the promotion of national development is increasing yearly.

LEBANON - SEEP

(i) Certainement.

(ii) Non.

(iii) Plus ou moins (indifférence - ignorance).

MALAYSIA - NUTP

No one will feel that national development has been completely achieved.

(i) Government spokesmen believe so, but more has to be done.

(ii) No.

(iii) The general public give credit to the government for having accomplished much, but feel more must be done to achieve the objectives.

NIGERIA - NUT

(i) The government believes to some extent.

(ii) A lot has been achieved but there is still room for improvement.

(iii) The general public believes to some extent.

NORWAY - Lektorlag

Even if the situation has improved considerably during the past few decades, hardly any group feels that education has fulfilled its role in national development. There is always room for improvements.

PHILIPPINES - SMP

Government spokesmen, teachers and the public in general do not yet believe that education has adquately fulfilled its role in national development considering the continuing workshops and seminars held to strengthen existing programmes and to develop new ones to help carry out the on-going programmes.

REPUBLIC OF KOREA - KFEA

(i) Yes.

(ii) Yes.

(iii) Yes.

REPUBLIC OF SOUTH AFRICA - ATASA

(i) No.

(ii) Definitely no.

(iii) No.

SRI LANKA - ACUT

(i) No.

(ii) No.

(iii) No.

TRINIDAD AND TOBAGO - TTTU

(i) Not at the moment. There is still the development and testing of plans and projects.

(ii) No.

(iii) No.

UNITED STATES - NEA

It is impossible to indicate that every course and every subjects has a pertinent place in the development of a nation. Education is a continuing process and should constantly improve, develop and provide greater opportunity for all the people. It is difficult to imagine the day when all educational objectives for all of the people will have been met. Neither government spokespersons nor teachers nor the general public believe that education has adequately fulfilled its role in the national development. National development is a continuing process and adequacy is not good enough.

YUGOSLAVIA - VSSJ

(i) A specific role is played by each of the following in the process of defining positions and decision-making in Yugoslavia: socio-political organizations (the Communist League, the Social Alliance of Working People, the Confederation of Trade Unions of Yugoslavia, the League of the Associations of War Veterans of the National Liberation War, the League of Socialist Youth, the Assemblies of the SFRY, of the republics, and of the provinces as well as those of other socio-political communities (communes and others), Self-managing Communities of Interest in specific fields such as Education, Culture, Physical culture, Health, Employment, etc.). Their positions are founded, first of all, on the positions of their members (in the political organizations) that is, the workers, working people and citizens (in the working organizations and local communities). The classical institutions of power - the Federal and republic executive councils (the "government") and their bodies (secretariats, committees, i.e. for education, etc., the inspectorate, some specific technical and administrative departments), participate to a lesser extent in politics and decision-making, because of the above-mentioned factors.

Each year, an analysis of the results of implementation of development plans, of changes in specific fields, achievements and problems is undertaken. This includes the policy decided upon in the reform of education. As adequate conceptual and organizational solutions have been reached concerning the connection of work and education and the role of education in development, achievements are valued, problems are acknowledged and new measures for the adequate and qualitatively improved realisation of some goals are decided upon. Some corrections are also agreed upon.

(ii) Since the teachers take part (either directly or through their delegates in the Assemblies of Socio-political Communities and the Self-managing Communities of Interest) in the discussions of the drafts of the most important documents and since they themselves proffer proposals, a majority of them has implemented the above-mentioned policy and orientation of education. However, such a policy requires them to adopt a new method of work with youth and adults (they participate as well in self-management at the school level) and it also requires them to have a wider scope of knowledge and generally speaking to give a more sustained effort and to have a better adaptative facility. This whole process is coupled with some problems in practice which have to be gradually overcome.

(iii) Public opinion supports the above-mentioned orientation, as the people are themselves involved in the process of decision making. The same goes for the public information media, various organizations, etc. Sometimes it is not possible to exclude a critical approach or specific support for the separate interest of a certain (for instance, urban) local environment, or that of a group of parents that feels imperiled by the policy of equality, of solidarity with the less developed regions, and the like. Political organizations proffer help towards the correction of such opinions.

5. (b) : *What difficulties have been experienced in relating education to development?*

5. (b) : *Quelles difficultés ont-elles été rencontrées pour lier l'éducation au développement ?*

5. (b) : *¿Qué dificultades se han experimentado al relacionar la educación con el desarrollo?*

BANGLADESH - BCTA

Apathy in the government that 'Education is an investment for national development'. Proper planning and lack of trained manpower, brain drainage of educated people abroad.

BRAZIL - CPB

See 5. (a).

ENGLAND - NATFHE

Some of the difficulties have been indicated above in 2. (a) and 4. (c). An underlying factor in relating education to develop is the decentralised nature of the education system, which gives individual teachers considerable scope for initiative.

- NUT

It is difficult to make education relevant to a wide range of potential employment without limiting freedom of choice and while constrained by the nature of an academic examination system.

FIJI - FTU

Inability to find employment for all school-leavers; unequal opportunities at tertiary level; poverty and lack of money as well as geographical location.

FINLAND - OAJ

There have been difficulties in equal distribution of educational services to different areas. There have been difficulties both in big cities and in thinly-settled areas.

GERMANY - DL

Subject teaching is by its nature historical, not prospective. In school the results of civilisation are more important than the needs of future times. The best education can do in this field is not enough.

GHANA - GNAT

The difficulties that have been experienced in relating education to development are:

i) resistance to change on the part of parents, teachers and administrators, i.e. prejudices on the part of these bodies.

ii) lack of political will to implement decisions and also lack of adequate provision of resources.

INDIA - AIFEA

1) It involves radical reconstruction of the total education system.

2) The concept of development geared towards the removal of poverty, raising the standard of living and strengthening socio-political and cultural goals are fully understood.

IVORY COAST - SNEPPCI

Au prix des efforts de tous, des progrès se réalisent non sans difficultés. L'aménagement des régions, par exemple, impose parfois l'exode de la communauté.

Si les jeunes sont enchantés par la perspective de la terre promise, les anciens, eux, ne sont pas toujours faciles à convaincre. La plupart du temps, les obstacles sont surtout d'ordre culturel. Quitter la terre des ancêtres ! Certains anciens y voient le bouleversement de l'ordre établi.

Abandonner la terre où reposent les aïeux, la terre où chaque vivant était à sa place. Peut-on accepter de gaîté de coeur la disparition du patrimoine sous les eaux d'un barrage, fût-il la solution rêvée pour développer le pays ! Pourquoi l'holocauste en bloc des traditions millénaires sur l'autel de la modernité ?

La vie au village a ses règles. Les réunions se succéderont aux réunions pour organiser dans la concertation et l'entente le départ des familles. C'est ici que l'intervention des cadres ressortissants de la localité pèsera de tout son poids dans la décision finale si ces fils du pays inspirent confiance.

JAMAICA - JTA

Radical difference in economic philosophy of the two political parties lack to agreement on content of such courses; lack of teachers with understanding of issues.

JAPAN - JEA

The high economic growth that was accelerated since 1960's has created such problems as concentration of population in urban centers, shortage of educational facilities caused by rapid increase of school enrollments, rise in juvenile delinquency and over-heated competition in entrance examinations closely linked with the social trend to attach high priority to academic background. It also distorted the economic structure and aggravated environmental pollution.

LEBANON - SEEP

Difficultés nombreuses: manque de compétence, de disponibilité et de conscience professionnelle.

MALAYSIA - NUTP

Reorientating a highly academic system of education to one more appropriate for the economic goals of a developing nation has been and still is somewhat difficult.

NIGERIA - NUT

All States are not progressing at the same pace.

NORWAY - Norsk Lektorlag

Difficulties have been noted when teachers, parents, school boards, politicians, pupils or the public in general demand concentration on "book learning" and rigid examinations with strict qualification requirements. Such demands may be justified as entrance examinations for specific high-level studies or certificates and for selected streams of pupils, not in a school open to everybody or even compulsory.

PHILIPPINES - SMP

Cultural barriers which only education can overcome, continue to be the bane that tends to slow down the role of education in national development.

REP. OF KOREA - KFEA

Policy-makers and the general public tend to underrate the importance of educational involvement in the light of the fact that education does not produce prompt and immediate results.

REP. OF SOUTH AFRICA - ATASA

Confusing political climate. Inadequate financial provision.

SRI LANKA - ACUT

Up to now development was considered in small measures while all major wealth was used in providing social welfares.

TAIWAN - CES

In the last 20 years, developments in education and economy have come rapidly; cultivation and placementof young people have shown progress. But because of high population density and the changing social structures, not all Taiwan vocations are stable. As a result of changes in the industrial structure, the need for general manpower has decreased and the need for skilled manpower has increased. This new situation has given rise to many problems. At present the number of junior middle school graduates, especially girls, is insufficient to meet the demand of the employment market. At the same time, the unemployment rate is high for senior high school graduates and for college graduates majoring in law and the liberal arts. The problem of employing our young people has become more complicated.

TRINIDAD & TOBAGO - TTTU

Lack of trained manpower. Inadequate finance to build and expand necessary schools. Separating the efforts of government and the plans of the private sector.

UNITED STATES - NEA

There are difficulties in relating education to development. The rapid expansion of education required by increased student population in elementary, secondary, and tertiary education, coupled with problems in the economy, and the scarcity of resources have hindered relating education to development.

YUGOSLAVIA - VSSJ

The basic difficulties in the process of connecting education and development have been and to a certain extent still are the following:

- connection requires a great amount of change in aspects of educational organisation, programmes and methods, especially as it affects certain factors (teachers, schools, the work organisations which themselves take up some of the functions of education, etc.) but this cannot be achieved right away either in the quantitative or the qualitative sense;

- there exists also a need for more funds for the above mentioned functions.

5. (c) : *What steps are being taken to overcome these difficulties?*

5. (c) : *Quelles mesures ont-elle été prises pour surmonter ces difficultés?*

5. (c) : *¿Qué medidas se han tomado para solucionarlas?*

BANGLADESH - BCTA

We do not think any constructive step taken in this regard. Anyway, we are stretching that education should be a main factor of production and proper planning and programme must be there to relate education to real development.

BRAZIL - CPB

See 5 (a).

CANADA - CTF

See 5 (a).

ENGLAND - NATFHE

As has been indicated in 5 (a) (i), recently governments have expressed concern about several aspects of the education system in its relation to economic development. While public expenditure including the education budget is being cut back, the Government is taking a

number of new powers to control more closely certain aspects of educational provision. These are likely to include closer monitoring of basic skills achievement in the schools, more emphasis on vocationally relevant education for the 16-19 age group, and more central direction of the range and balance of subjects available in higher education. These increased powers for central government are likely to increase bureaucratic control at the expense of professional autonomy and collective decision making by educationalists and elected local education authorities.

ENGLAND - NUT

(i) Part of the examination system have been extended to encompass a variety of modes of assessment and subject areas, with teachers able to play a larger role in determining the syllabus in these exams. There are an estimated 30,000 syllabuses for examinations at 16+.

(ii) Links with industry and work experience schemes are being fostered.

(iii) There are experiments taking place using indicators of a student's ability, interests and attainments, which are not examination based (e.g. profiles, records of personal achievement).

FIJI - FTU

More industries are being created, agitation, efforts to raise people's living standard and decentralization of schools.

FINLAND - OAJ

Our objective is to maintain equal possibilities of education in all communes. We strive for reducing the sizes of school units and teaching-groups according to the local conditions.

GERMANY - DL

Showing the problems in developing countries in a few selected examples.

GHANA - GNAT

There are new curricula being designed for the implementation of the new programme. Some amount of in-service programmes have been mounted for the Junior Secondary and Vocational based courses. There is also the training of personnel in the new teacher education programme, to man the Junior Secondary schools.

INDIA - AIFEA

An awareness of the problem is, at the moment, perceptible.

IVORY COAST - SNEPPCI

Préalablement à la mise en oeuvre des programmes, des actions d'information, de sensibilisation sont multipliées et développées puis complétées par des actions d'encadrement s'il y a lieu.

De l'avis du SNEPPCI, ces actions doivent s'intensifier pour renforcer et valoriser la participation des populations. C'est une condition nécessaire pour susciter l'exprit de progrès, pour l'entretenir afin de mieux assurer le développement.

JAMAICA - JTA

Revision of curricula of teachers' colleges.

JAPAN - JEA

In order to overcome these difficulties the government is taking such steps as the revision of school curricula, expansion and improvement of social education facilities, introduction of the quota for students to be admitted to universities on recommendation of the upper secondary school principals, promotion of the education in remote areas, enactment of legislations aimed at curbing environmental pollution, etc.

LEBANON - SEEP

Passivité dans l'action. Projets sans exécution.

MALAYSIA - NUTP

Greater emphasis on vocational education; promoting the idea of lifelong education and introduction of the comprehensive system of education.

NIGERIA - NUT

1977 Federal Government National Policy on Education states this and 1979 New Constitution on Education is specific on it.

NORWAY - Norsk Lektorlag

Among the more important features are:
- in-service training of teachers
- improvements of teachers' manuals, study plans etc
- intensified curriculum development work
- research and experiments under qualified guidance by experienced teachers and pedagogical supervisors
- information to the public through mass media, magazines, pamphlets, etc.

PHILIPPINES - SMP

A number of universities try to overcome these difficulties through the in-school off-school approach, the opening of pre-school classes in rural areas and a year-round school calendar.

REP. OF KOREA - KFFA

We have been urging the Government and the general public to reflect national development issues in the long and short-range educational development planning and that a law should be enacted to secure a specific percentage of national budget for educational expenditures.

REP. OF SOUTH AFRICA

The situation remains a stalemate in both issues.

SRI LANKA - ACUT

A definite change has been effected. The complete removal of all subsidies and diversion of wealth - income or aid - for development only has resulted in the sudden rise of cost of living making the Government realise the value of education in explaining its policies and gearing it to development needs.

TAIWAN - CES

To improve the youth employment situation, the Executive Yuan of the Republic of China has adopted a new plan. Specific measures will be taken to help senior high school graduates and college graduates in law and liberal arts find jobs. Additionally, we shall take long-range measures to solve this problem permanently through such means as vocational courses and employment guidance beginning at the junior high school level; adjustment of the number of departments, classes and students at vocational high schools and colleges in keeping with the actual requirements of national construction; improvement of the quality of teachers and equipment; provision for training in special skills for senior high school graduates who have completed their military service; and assurance that all young people will have opportunities to improve themselves. This project has been assigned to the Commission of Youth Assistance and Guidance and other authorities for vigorous implementation. Meanwhile, we shall call on the people in all walks of life to respect labour and skills. We shall encourage young people to participate in various kinds of vocational training to give them a correct idea of employment, to acquire dedication to work and to enjoy group life.

The development of science and technology is highly important to national construction and economic modernisation and has therefore been given priority in government administration. A science and technology conference was convened by the Government with participation from the academic field, public and private enterprises and government organisations to exchange views on the strengthening of science and technology development and the promotion of national construction. Conclusions reached and proposals made are in the hands of the appropriate government organisations.

In order to speed overall development of science and technology, the following steps will be taken:

i) Improvement of science and technical education, augmenting of cooperation between schools and enterprises, and the active cultivation of scientific and technical manpower.

ii) Strengthening of the scientific and technological information system and of contacts, coordination, division of manpower and cooperation in scientific and technological research.

iii) Augmentation of contacts and cooperation with overseas Chinese scholars and experts. They will be urged to come home to join in the development and research activities of science and technology.

iv) Establishment of a scientific and industrial park at Hsinchu; strengthening of links between college, research institutions and industry; and emphasis on the encouragement of investment and establishment of plants with good prospects for technological advance so as to raise our scientific and technological level.

v) Promotion of international cooperation in science and technology, and the encouragement of research cooperation.

Since the development of national science and technology requires careful planning, the functions of the authorities in charge must be defined. The Executive Yuan recently invited concerned organisations to discuss the active promotion of our science and technology. It was concluded that two points should be stressed in current science and technology development. First, we should strengthen our national defense system of self-reliance. Second, we should support our economic modernisation and steps toward a sophisticated technology-intensive industry and promote farm modernisation. The concerned organisations are now making concrete plans in keeping with their competence. We shall see to it that the development of science and technology augments the nation's potential, accelerate its development and improves the people's lives.

On the basis of educational development in the Republic of China, it can be concluded that any one who tries to do his best for a better future will obtain for himself a good education and achieve his goal.

TRINIDAD & TOBAGO - TTTU

(1) More emphasis is being placed on the expansion of technical schools and the extension of the curriculum of the newer secondary schools to give basic training in those skills that can further be developed in other institutions or in industry.

(ii) Provision of an institution for the training of men and women drawn from industry who will assist in the carrying out of the programmes in secondary schools.

UNITED STATES - NEA

More emphasis on life skills in elementary/secondary education, renewed interest in technical and vocational education, and in economic and related subjects are part of the efforts made to relate education to development. But all educational subjects are related to the development of a nation, particularly in the highly industralized and technological societies.

YUGOSLAVIA - VSSJ

The basic ways of overcoming existing and other difficulties are the following:

- a more encompassing informative, ideological, professional and organisational work in schools and work organisations and their better self-managing connection;

- the definition of steps in development plans of education where priority should be given to certain goals.

6. *What is the view of your organization on the role of education in tackling key problems affecting developing countries? (e.g. problems resulting from rapid social change, urbanization, population growth, inflation and increasing energy costs)*

6. *Quel est, de l'avis de votre organisation, the rôle de l'éducation dans la recherche de solutions aux problèmes fondamentaux qui se posent aux pays en développement (par exemple, problèmes résultant de la transformation rapide de la société, de l'urbanisation, de la croissance démographique, de l'inflation et de l'augmentation des coûts de l'énergie) ?*

6. *¿Cual es la opinión de su organización sobre el papel de la educación para solucionar los problemas claves que afectan a los países en desarrollo (es decir, los problemas propios de los rápidos cambios sociales, de la urbanización, del crecimiento demográfico, de la inflación y del creciente coste de la energía) ?*

BANGLADESH - BCTA

i) Motivate people's love and respect for their environment, customs, traditions and way of life and maintain a balance between traditional values and modernisation.

ii) Strengthen social security measure to encourage people to live in the villages, plan and implement rural oriented development programmes incentive to the educated people to live in the rural areas, provision of recreational facilities and other amenities of life, i.e. establishment of hospitals, extension of sanitary services, more educational opportunities etc.

iii) Removal of mass illiteracy, planned family life as per incomes, more use of mass media viz radio, television, audio-visual.

iv) Effectively maintain and control market prices of essential commodities, increase national production, utilise untaped resources of the nation, restrict import and use of luxury and fashionable items.

v) Increase use of indigenous fertilizers, i.e. cow dung, debris of dry water hyacinth, ashes of jute and other agro wastes, limit use of gas and fuels and electricity for unnecessary and unnecessary and unproductive purposes.

BELIZE - BNTU

Salaries are not commensurate with inflation and increasing energy costs.

BRAZIL - CPB

The education system does not consider such problems. First and 2nd grade education is not concerned with that and the changing of the school system would require a discussion of the basic problems of global development.

CANADA - CTF

The question here is not so much the "role of education" as the roles and responsibilities of the various participants. Curriculum and methodology must be kept under continuous review, and this review

must take account of the most recent findings of experts in various fields (economics, sociology, agriculture, etc.). None of this will work, however, unless the teacher is trained to be an active participant in the design of curriculum and method, and enjoys access to the necessary resources (including the resource of time) and working conditions that permit effective interaction between teacher and student. In most instances, what young people most need to know is the reasons why problems exist. It should be stressed, however, that the school cannot be asked to solve all the problems of society. To expect it to do so is to guarantee frustration.

ENGLAND - NATFHE

The problems for developing countries indicated here - rapid social change, urbanisation, population growth, inflation and increasing energy costs - all apply to a greater or lesser extent to advanced countries as well as those in earlier stages of development. While education can play some part in tackling these social and economic problems, there is little evidence that sophisticated economic and social systems have found satisfactory answers to these problems, and therefore they can at best only offer to share their experience with developing countries.

- NUT

The Union is of the opinion that education should promote:

i) analysis - the ability to comprehend the dimensions of a problem;

ii) concepts - concepts central to the area of concern are isolated and mediated;

iii) empathy - the understanding to distinguish the human implications of an issue;

iv) attitudes - the integrity to consider and act on issues in an appropriate way.

These skills, abilities, concepts and attitudes are of greater importance than cognitive content.

FIJI - FTU

i) We feel that there is an urgent need to make all education up to Fourth Form level free and compulsory.

ii) We should ask the authorities to decentralize their education system.

iii) More institutions of higher learning should be established in rural areas.

iv) There is a need to make life in rural areas more attractive.

v) There is a need for the revival of indigenous culture, values and practices.

vi) More information and up-to-date knowledge expertise and experience to prepare their family budget according to their needs and income.

viii) Proper education on conservation and control of energy is vital.

GERMANY - DL

DL holds the opinion that German pupils, besides the problems of developed countries, should also get acquainted with the problems of developing countries. This should be done in an exemplary manner: e.g. one example of rapid social change by urbanisation together with industrialisation, one example of need for agricultural changes.

GHANA - GNAT

It is the view of the GNAT that education has a vital role to play in the solution of developmental problems. In order to forestall the perpetuation of social classes, GNAT has always been of the view that education must be fee free and compulsory to all Ghanaian children up to 16 and that education opportunities should be made available to all without discrimination on grounds of sex, religion and ethnic origin. The GNAT supports the 'Operation Feed Yourself' Programme as a means of generating the interest of rural school leavers in agriculture and by so doing reduce the problems of inflation and migration of unemployable school leavers to urban centres. Our organisation also supports the National Family Planning Programme and has been working actively with the curriculum designers in the Education Service for the inclusion of Family Life Education in our curriculum

INDIA - AIFEA

Education has a key role in tackling these problems.

IVORY COAST - SNEPPCI

A travers les actions menées, le rôle de l'éducation consiste à promouvoir le bien-être des individus et des collectivités avec leur concours effectif dans les domaines économique, social, culturel, politique et civique. Les mass média sont mis à contribution.

JAMAICA - JTA

Development problems should be addressed in schools; a bi-partisan approach should be followed in the presentation of material.

JAPAN - JEA

A quarter of the world population or approximately 800 million people are said to be suffering from the shortage of clothing, food and dwelling. We must look at this stark reality and make an effort to promote practical education for international understanding.

LEBANON - SEEP

Décentralisation. Regroupement des 'petites écoles' dans un complexe ultra-modern régional en assurant à ces régions une vie sociale appropriée (eau, electricité, routes, appartement, loisirs...).

MALAYSIA - NUTP

Education both formal and non-formal has to play its part in sensitising the community at large to the key problems affecting our own citizens and the wider world beginning with ASEAN. Environmental problems as well as population growth issues should be regarded as

urgent concerns that involve not merely government decision-makers but the ordinary man and woman. My organisation emphasizes that this is a colossal task which demands not only the cooperation of the schools and universities but the non-formal agencies too.

NIGERIA - NUT

It is absolutely necessary to increase the level of enlightenment through improved literacy and moral tone of the society in an increasingly hopelessly materialistic age.

NORWAY - Norsk Lektorlag

Education is a prerequisite for development in every country. Through education only one may make people understand the consequences of social changes, the causes of illness and malnutrition, the evils of poverty, urban slums and overpopulation, the interplay between production and economic growth, the value of a scientific approach to problem-solving and the necessity of hard work and combined efforts to make a development project a success.

For a developing country, education is one of the main keys to progress and real independence - economically, socially and democratically. Illiteracy and ignorance are major obstacles on the road towards a true democracy.

REP. OF KOREA - KFEA

We are of the opinion that education prevents ideological confusion liable to occur in the wake of political transition, brings about better understanding for population problems, and helps people to take a more realistic attitude toward life in coping effectively with inflation and energy crises.

REP. OF SOUTH AFRICA - ATASA

1. Education should conscientise people to realise the need to develop an awareness of all these problems.

2. Education can be used to develop the human potential.

PHILIPPINES - SMP

The organisation (SMP) takes the same view as that indicated in the NEDA Plan on Education. It states that education should not be confined within the time-bound and place-bound traditional type of formal education but should embrace all learning processes and life activities. Formal, non-formal and informal education must have specific roles while maintaining close linkages.

SRI LANKA - ACUT

So far every government since independence formulate their policies based on the principle that it was the business of the government, irrespective of future needs, to keep the cost of living low. Economic remedies introduced and cut in subsidies have removed governments from power.

The objectives of social developments were uppermost in the manifestos of all political parties, therefore Sri Lanka's economic crisis

has grown not because she has neglected the social goals for the sake of growth, but rather because she has done the opposite.

Education was little used even to explain government policies, and was not at all related to development. Today the government has realised its mistakes. Extension of technical education, training of craftsmen are immediate needs.

TRINIDAD & TOBAGO - TTTU

These problems are the concern of all since they affect the lives of all. First, there is the question of information. An education programme carefully planned and involving the use of the popular media - newspapers, films, radio, television - should be in constant use. Lectures, discussions, seminars, demonstrations should form part of the work and training of both voluntary and government institutions responsible for the implementation of the programmes.

In the formal situations of senior schools, teachers' colleges and other higher institutions, the discussion of problems and the search for solutions must be continuous.

UNITED STATES - NEA

The NEA recognizes the role of education in the development of a technological and industrialized society. The NEA is committed to the principle of the best educational opportunities for all the people and for international understanding. Among the goals of the NEA are "Significant Legislative Support for Public Education", "Leadership in Solving Social Problems", and "Professional Excellence". Rapid social change, urbanization, population growth, inflation, increasing energy costs, are problems that affect education. The NEA is committed to having its members understand these problems and to exert their own efforts to achieve solutions to them.

YUGOSLAVIA - VSSJ

The Trade Union of Educational Workers supports the general social effort to the effect that education in our country should be as much as possible in the function of development and that our country should help the development efforts of other countries. On the basis of the level of socio-economic development, the present tendencies of strained international relations, the migrations of population, the incidence of inflation and other problems and difficulties, the Trade Union holds that nevertheless there should be no abandoning of the established policy or, more precisely, of the function of education in development as well as of the decision to give assistance to other less developed countries. But, one should bear in mind that in the future, priorities in planning must be decided upon more in accordance with real possibilities than up to now. The basic rights which in our opinion are the rights to general education and to the training for basic professions should be secured on an equal scale everywhere and for all. These should be provided for in accordance with social conditions which prevail so that it does not have an adverse effect on the standard of educational workers.

7. *'What kind of development, and for what?'*

In the view of your organization, what role can education play in striving to ensure that development is relevant to the real needs of people at the local level, including the needs of rural communities as well as urban communities?

7. *"Quel type de développement, et pour quoi faire ?"*

De l'avis de votre organisation, quel rôle l'éducation peut-elle jouer pour contribuer à faire en sorte que le développement corresponde aux besoins réels de la population au niveau local, notamment aux besoins des communautés rurales aussi bien que des communautés urbaines ?

7. *¿Qué clase de desarrollo y para qué?*

En opinión de su organización, ¿qué papel puede desempenar la educación en la lucha para lograr que el desarrollo se adecúe a las necesidades reales de la población a nivel local, incluídas las necesidades de las comunidades rurales y de las urbanas?

BANGLADESH - BCTA

Sound and balanced development of all regions and sectors of the nation. In an agrarian country like ours, agricultural development side by side agro-based industries, i.e. jute and insecticide industries, cold storage, agricultural tools, factory, forest, fishing and poultry, cottage industries, should be more encouraged to grow. In short development must be harmonious in nature. To do that, planning or allocation of money should be made in such a manner that all parts of the country, rural and urban areas, can prosper in a consistent way. In other words, more budgetary allocation should be there for less developed areas in order to bring those areas at part with those of developed regions.

BELIZE - BNTU

Education should aim at changing attitudes so that more people would want to work in agriculture.

BRAZIL - CPB

To increase investment in education and provide education opportunities for all, to re-embody the 60% who remain at the margin of the process in the 1st. series. To give a good quality basic education to all. To let the school participate in the revision of the criteria of an egalitarian distribution of resources and income, of access to the labour market, in discussions leading to political decisions. To reconsider the levels and forms of participation of all strata of society, to render that participation real and lucid and to enable the society to express which type of development is most desirable.

CANADA - CTF

Again, the question is not "what role can education play", but

rather what arrangements can and should be made, through the election of local boards or committees, to ensure that local communities -- parents and others -- have a stay in determining the curriculum goals of the school.

ENGLAND - NATFHE

This country's education system is decentralised, and this is particularly true of further and higher education. One of the major merits of this system is that it enables a sensitive and flexible approach to be adapted to the needs of communities. The public expenditure cuts are greatly reducing the scope for this flexibility, and in some local education authorities are cutting out areas of provision which are vital to both rural and urban communities - for example, adult education and nursery education. The Association believes that this trend must be reversed, and education must be expanded to develop its service to the community and its contribution to the economy.

- NUT

The Union is of the opinion that local schools, while naturally taking into account wider national considerations, should determine their own curriculum after consultation with the surrounding community.

FIJI - FTU

(i) Education to make our children meet the challenges of the future should continue but equal emphasis should be placed on relevant education which meets the needs and aspirations of our community, e.g. people living near a river should be further educated to fully exploit the natural resources present therein and likewise hill-tribes should learn to exploit the natural resources of the hill.

(ii) We need to develop our students morally, spiritually and physically so that they can fit themselves properly in the society and lead a peaceful and balanced life.

(iii) Both our rural and urban youths need to be fully supervised and advised so that we can stop the migration trends.

GERMANY - DL

No education, let alone an individual teacher in his class, can try to solve problems in the social and economic field that all the experts so far have been unable to tackle. The pupils must be made aware, however, that the growing tensions between North and South are a much more vital issue that the tensions between East and West, and that the industrialized countries of the northern hemisphere can only survive if the developing countries of the southern hemisphere can reach social and economic stability.

GHANA - GNAT

In order to effectively relate education to the real needs of the people it is essential to decentralise not only the administration of

education, but also the curricula so that regional district and local materials and interests can form the basis of teaching and learning.

INDIA - AIFEA

Education needs to be made relevant to the real needs of people in the rural and urban communities in order that it may ensure socio-economic development of the entire people.

JAMAICA - JTA

Education can and should play a significant role.

JAPAN - JEA

The rate of economic growth in the 1980s is expected to average 8% worldwide and 1.5-4% for developing countries. Even among developing countries there will be a considerable gap between industrial nations and agricultural countries. One of the basic aims of education for development should be to help the students to consider and understand such an outlook of the world in the next decade and to make an appeal to the governments of the developed countries (1) to expand low-interest loans to developing countries and (2) to map out and implement phased programmes for the construction of infrastructure in developing countries.

LEBANON - SEEP

Assurer l'enseignement gratuit à tous les citoyens dans toutes les régions du pays. Programmes appropriés aux milieux sociaux.

MALAYSIA - NUTP

To begin with teachers should be trained to be more self-reliant in drawing on local resources and local examples rather than rely too much as they now tend to do, on imported books and foreign examples. Also we need more materials to guide as well as broaden the outlook of teachers in respect of contemporary problems facing mankind. All too often the set textbook is the only material used by the classroom teacher. In addition the UN agencies which produce information materials should make these more widely available so that we can be aware of problems of other developing nations rather than of the USA, Australia, UK, etc.

NEW ZEALAND - NZEI

New Zealand has had for a significant period of time an educational policy designed to give every child the greatest opportunity to the full range of educational services, whatever their ability and means.

With decreasing employment opportunities there is increasing pressure from the community in general for schools to provide pupils with job skills that will enable them to obtain employment. The teacher organizations have been able to counter these demands, which means that the children are still receiving a broadly based education.

NIGERIA - NUT

The focus should be on human development - enlightenment for the individual to recognize his rights and responsibilities.

NORWAY - Lektorlag

One of the important tasks of education, in developing as well as in industrialized countries, is to clarify and to broaden the very concept of development. A country's stage of development should not be considered in terms of its technical complexity or its GNP only. Other features are as important, such as

- ordinary people's general standard of living,
- a fair distribution of the nation's resources,
- the possibility to develop one's potentialities without discrimination because of origin, faith or sex,
- cultural progress and conservation of the national heritage.

Through education such a balanced view on development can be maintained. We have to realize though that education is a rather slow-moving process, and that changes of mind take place less easy than replacing a hoe with a tractor or an oar with an outboard motor.

Through education people may also learn that even if a revolution quickly may bring an end to a hated and unjust regime, the building and development of a nation is possible only through hard work and cooperation by all parties involved. Development aid from other nations may be a useful incentive, but can never be anything more than a temporary measure to bring a nation stand on its own feet.

PHILIPPINES - SMP

Education must be flexible and responsive to changes and designed to enable every Filipino to be more fully integrated at any stage with the nation's economic and social life. On a regional basis, educational policies and strategies must vary according to regional demand as dictated by the specific region's economic and social conditions.

REPUBLIC OF KOREA - KFEA

Education should identify the needs of the community and its people and should reflect them to school curricula. Education is also charged with producing citizens who are contributory to the development of the community. Teachers also can play leadership role in the community's effort to identify its needs and satisfy them.

REPUBLIC OF SOUTH AFRICA - ATASA

Our view is that whereas it is necessary to develop skills for increasing the GNP, the main purpose of education is to develop the human potential. The development of human beings through in-service training, will enable them to understand the sort of problems that beset them and they will be able to attend to them.

The peasant who owns a small plot but has not been given any formal training in agriculture should be given more training on the job and regular guidance by Government agencies.

SRI LANKA - ACUT

Sri Lanka for years depended solely of the export earning of three food crops - tea, rubber, coconut. Development was ignored and social welfare programmes decided change of governments.

Complete disruption of the export market, oil price hike and the bold decision of the present government to divert all resources towards development has made it essential to gear education to development.

(1) to explain to the masses the correct decision of the government and deplore shortsighted policies of the past that has brought about the present crisis;

(2) gear education to the development needs of the country. Large number of technically qualified personnel have moved out to the Middle East in search of higher salaries from petro-dollar nations.

TRINIDAD AND TOBAGO - TTTU

At all levels education should be such that it makes people aware of

(i) national needs and objectives, e.g. the provision of basic services - roads water, electricity, schools, sanitation, hospitals, etc.

(ii) their duty to point out to the central government the lack of some of those services or their inadequacy.

(iii) the benefits to be derived from a cooperative effort in seeking new ways of making life more meaningful and satisfactory and not to depend entirely on the central government. Where there are local authorities, municipalities county councils, civic minded people must constantly monitor the efforts of these bodies.

UNITED STATES - NEA

The kind of development that occurs in a nation will help determine the future. Education does play a role in insuring that development is relevant to real needs of people at the local level. Adult education programmes, particularly those that provide persons with skills to improve their quality of life, are part of education for development. The respect of all peoples within the nation, regardless of color, race, creed, language, national origin, or religion, is part of what education for development is about.

YUGOSLAVIA - VSSJ

The new system of education provides for the following:

- that the specific requirements of the environment (such as preparation for agriculture, training in running the household, etc.) as well as those of the students and their parents will be satisfied by those who complete primary education in the context of the so-called communal education (which is adapted to the needs of a commune)

and within the framework of the student - school cooperation and through the so-called public and cultural activity of the school and the socially beneficial work of the students;

- that all the secondary and other schools of guided education provide not only the enrollment of students for training in the professions which are required by the work organizations in the narrower and wider environment, but also the corresponding vocational training for adults who are employed, for those who wish requalification, furhter qualification, advanced training and specialization which are also in accordance with the requirements of the economy and the social services of the relevant environment, community and region; these schools also have their tasks of developing some other forms of education and culture in their environment (this is the public and cultural activity of the school).

FIPESO

See question 9.

8. (a) : *Is your organization consulted, and does it participate:*

(i) in drawing up national development plans?

(ii) in determining educational policies related to development and the problems described in questions 6 and 7 above?

(iii) in the implementation of such policies?

8. (a) : *Votre organisation est-elle consultée et sa participation est-elle demandée pour :*

(i) l'établissement des plans de développement nationaux ?

(ii) la détermination des politiques éducatives se rapportant au développement et aux problèmes exposés aux questions 6 et 7 ci-dessus ?

(iii) la mise en oeuvre de ces politiques ?

8. (a) : *¿Se consulta a su organización y participa,*

(i) en la formulación de los planes nacionales de desarrollo?

(ii) en la decisión sobre políticas de educación relacionadas con el desarrollo y en los problemas mencionados en las preguntas 6 y 7 anteriores?

(iii) en la aplicación de tales políticas?

BANGLADESH - BCTA

(i) No. We are officially deprived of this opportunity. Anyway, we are influencing the government indirectly in this respect to some extent.

(ii) and (iii) No.

BELIZE - BNTU

(i), (ii) and (iii) No.

BRAZIL - CPB

The answer will be given in Part II, item 7 (a).

ENGLAND - NATFHE

(i) The Association is affiliated to the Trades Union Congress, which is involved in planning economic strategy through the National Economic Development Council and through direct discussions with Government.

(ii) The Association is involved on an ad hoc basis in the formulation of policy on overseas development issues; for example, it recently gave evidence to the House of Commons Foreign Affairs Committee Overseas Development Sub-Committee on the implications for aid and development of the Government decision to increase overseas students fees. Participation is hampered by the division of responsibility for aid and development between several Government departments and other agencies.

(iii) The Association itself is not directly concerned in the implementation of policy in this area. However, many members in their capacity as teachers or as members of other bodies may be involved.

- NUT

(i) The Government does not draw up national development plans as such.

(ii) The Union has a prominent voice in most national curriculum proposals and a proportion of local curriculum initiatives.

(iii) The Union gives information and advice where this is sought, but seeks to enhance the professional competence of the teacher.

FIJI - FTU

i) Our organisation is consulted and we participate

ii) Yes, we are represented on all subject curriculum development committees and other boards.

iii) Yes.

FINLAND - OAJ

i) We do not take part in social policy.

ii) Yes.

iii) Only the authorities implement decisions.

GERMANY - DL

i) No.

ii) Yes.

iii) Yes.

GHANA - GNAT

i) As far back as 1958 (and thereabouts) our organisation has always been taken into confidence by Government in drawing up national development plans and this has become a permanent feature in our nation's developmental effort.

ii) Yes. The GNAT is consulted in determining educational policies related to development and the problems described above.

iii) The implementation is more or less limited to the administrators but at the instances of GNAT, consultations could take place.

INDIA - AIFEA

i) No.

ii) No.

iii) No.

IVORY COAST - SNEPPCI

Concernant l'établissement des plans de développement nationaux, la contribution des syndicats s'effectue au niveau du Comité Exécutif de l'Union Générale des Travailleurs après consultation des syndicats de base. Mais le SNEPPCI mène des activités directes spécifiques chaque fois que la question soulevée est de son ressort.

JAMAICA - JTA

i) No except for matters affecting curricula.

ii) To a limited extent.

iii) To some extent.

JAPAN - JEA

i) Not specifically.

ii) Not specifically.

iii) Not specifically.

LEBANON - SEEP

i) Voie consultative.

ii) Expectative.

iii) Déficiente.

MALAYSIA - NUTP

i) It is not the practice to invite teacher unions nor any unions for that matter when national development plans are drawn up.

ii) No.

iii) There is no consultation even when it comes to implementation of development plans or determining educational policies related to development. Any participation is limited to carrying out instructions and prescribed syllabuses which are legally binding on teachers.

NEW ZEALAND - NZEI

The NZEI is not aligned with any political party. It asserts pressure in a variety of ways on the political party in power to develop new educational policy.

NIGERIA - NUT

i) Yes.

ii) Yes.

iii) Not quite.

NORWAY - Norsk Lektorlag

The organisation is normally represented by one or more members officially appointed to planning groups or committees working on matters related to points (i) to (iii).

PHILIPPINES - SMP

Our organisation is not consulted nor does it participate.

REP. OF KOREA - KFEA

i) To some extent.

ii) Educational policies in Korea traditionally has been oriented towards strongly centralized control in contrast with the liberal decentralized orientation in some other countries. The KFEA is consulted in determining educational policies to some extent.

iii) To some extent.

REP. OF SOUTH AFRICA - ATASA

i) No.

ii) No.

iii) Yes.

SRI LANKA - ACUT

i) No.

ii) To some extent - more on our own initiative and drive.

iii) No.

SWEDEN - SFL & SL

Our organisations can be said to have been consulted regarding the planning of education policy.

TRINIDAD & TOBAGO - TTTU

Yes, so far as education is a part of the plans for national development

UNITED STATES - NEA

The National Education Association, through its active participation in the political process, is consulted at all levels about the needs of education. The NEA is consulted at the national level and its state and local affiliates at the state and local levels.

YUGOSLAVIA - VSSJ

The Trade Union along with its organisations takes part in determining educational policy, including education on problems of development. It participates in the preparation and adoption of national development plans as well as in the implementation of such policy in conformity with the function that the Trade Union is given as a socio-political organisation in our Constitution.

8. (b) : How is this consultation and participation carried out at present?

8. (b) : Comment cette consultation et cette participation s'effectuent-elles à l'heure actuelle?

8. (b) : ¿Cómo se efectúan actualmente esa consulta y esa participación?

BANGLADESH - BCTA

Ministry of education draws development plans with consultation of the Education Division of the Ministry of Planning who gives approval to programmes. Teacher organisations have no say and participation there.

ENGLAND - NATFHE

Both policy formulation and consultation on overseas development policy are carried out in a fragmented way at present. Consultations on national economic development takes place as indicated in 8 (a)(i).

- NUT

The Union plays a major role in the Schools Council, a body composed of all interested parties, which is responsible for co-ordinating and initiating major cucriculum development project and co-ordinating the majority of public examinations taken by students in English and Welsh schools. It is also consulted by the Government on all major educational issues. The final decision on curriculum matters is considered by the Union to be best left to the professional judgement of teachers in schools.

FIJI - FTU

Through our nominated representatives who sit on various committees, boards and groups.

FINLAND - OAJ

In form of negotiations, statements, own propositions, experts and committees.

GERMANY - DL

By discussing the issues with parliaments and governments.

GHANA - GNAT

This consultation and participation is usually carried out by representation on committees appointed by Government to determine specific issues. The most recent example was the representation of the GNAT at the Constituent Assembly which drew the Constitution of the 3rd Republic in 1979. The GNAT is usually asked to submit views and memoranda on pertinent issues.

Request by GNAT to be represented by the Ghana Education Service Council - the highest education policy making body - has consistently been rejected be the Government although this Council always seeks the views of our organisation when they find it necessary.

INDIA - AIFEA

Nil.

IVORY COAST - SNEPPCI

See 8 (a)

JAMAICA - JTA

Through service on committees, on an individual and ad hoc basis as the Ministry of Education requires.

JAPAN - JEA

The Ministry of Foreign Affairs, the Ministry of International Trade and Industry, the Ministry of Education, and the Prime Minister's Office are mainly responsible for the determination and implementation of the government policies toward developing countries.

LEBANON - SEEP

Sous forme de rencontres routinières.

MALAYSIA - NUTP

This is absent at present. There is absolutely no consultation of any sort.

NEW ZEALAND - NZEI

The Institute has 'open door' consultation with officers of the Dept of Education. At these meetings new policy is discussed. A similar avenue

for consultation with the Minister of Education exists, but this is to a lesser degree.

NIGERIA - NUT

At meetings.

NORWAY - Norsk Lektorlag

As a rule, the organisation is asked to comment upon plans and policies (programmes) before implementation. That also includes educational issues where the organisation has not been directly involved in planning and preparations.

REP. OF KOREA - KFEA

This organisation makes recommendations to the authorities concerned at the planning stage of educational policies. On some occasions the representatives of the teachers organisations participate in the deliberations and formulations of developmental plans. The KFEA also organizes public hearings, symposiums and seminars on education development issues.

REP. OF SOUTH AFRICA - ATASA

Interviews with departmental officials at which our organisation makes its suggestions.

SPAIN - FETE

En la actualidad no hay planes nacionales de desarrollo ni participación política, relacionada con esto.

SRI LANKA - ACUT

Representations, press criticisms, memoranda.

SWEDEN - SFL & SL

The formal aspects of our participation are defined in a code of labour legislation which gives us limited powers of negotiation with the Government, viz in matters specifically relating to the employer-employee relationship. In certain other matters too, however, the Government summons the parties concerned to deliberations in order to give the organisations an opportunity of presenting their viewpoints and discussing contemplated decisions. In most cases the trade union organisation are also represented on Government commissions relating to their sphere of activities. Alternatively, reports, proposals etc. of various kinds are referred to them for comment. In order to gain a hearing on other subjects, we are obliged to put pressure on the Government by mobilizing opinion and by making representations.

TRINIDAD & TOBAGO - TTTU

The TTTU is represented on those committees dealing with the plans and problems of technical education and educational development.

UNITED STATES - NEA

The use of the electoral process is one way the organization and its members have of influencing development plans for education at the local

level. Participation in collective bargaining provides an avenue for teachers, through their organizations, to participate in establishing plans for education.

The NEA monitors all of the federal agencies which deal with education. It testifies before legislative bodies at the national and state levels and influences relevant instruction programs for students and in-service programs for teachers by the active participation of its affiliates. NEA is striving for its affiliates at the local and state levels to be involved in decision making. Only through active and continuous participation in the political process will this involvement be assured.

YUGOSLAVIA - VSSJ

The role of the Trade Union is especially achieved in the following ways:

- through delegates which the Trade Union elects and delegates together with other socio-political organizations to the Federal, Republic, Provincial and Communal Assemblies, to the Socio-political Chamber (there is also a Chamber of Associated Labour, Chamber of Communes or the Chamber of Local Communities); social plans are adopted in these Assemblies;

- the drafts of all the plans for social and economic development, the development of education, legal acts on working relations, educational laws and laws on employment and corresponding resolutions and other legal acts are publicly debated at meetings which are usually organized by the Trade Union Organizations in schools and in other work organizations; the Trade Union may submit its own proposals;

- in schools and other work organizations the Trade Union Organization adopts political positions on specific questions which are binding for the self-management bodies and the school headmaster in a certain way;

- the participation of Trade Union delegates in the work of self-management commissions is laid down in the legal acts.

8. (c) : In the view of your organization, how can this consultation and participation be improved?

8. (c) : De l'avis de votre organisation, comment cette consultation et cette participation peuvent-elles être améliorées ?

8. (c) : En opinión de su organización, ¿cómo podrían majorarse las consultas y la participación?

BANGLADESH - BCTA

1) Consultative status of T.Os should be recognized by the government.

2) Consultative Council in the Ministry taking representatives of all concerned organizations should be there to suggest issues for development.

3) Article 9 of Unesco/ILO recommendation on teachers should be implemented.

ENGLAND - NATFHE

The Association believes that policy formulation and consultation in the area of overseas development should be carried out by a single coordinated body. The machinery for consultation on national economic development should be made more open, more systematic and more participative. The Association believes that this principle should also be applied to the planning and development of further and higher education through the establishment of appropriate representative machinery at national and regional level.

- NUT

The reservoir of ability and experience amongst Union membership is not fully exploited by the Government in its consultation and participation procedures. The Union has suggested a more formal advisory body reviewing policy and proposing alternative strategies.

FIJI - FTU

Our representatives should form an action group and have regular meetings to report each others strategies.

FINLAND - OAJ

The course of procedure is satisfactory and the propositions of our organization are taken better notice of than before.

GERMANY - DL

By making the consultations more regular.

GHANA - GNAT

By establishing permanent institutional framework for active participation by GNAT at all levels of the system and expanding the scope of consultations and joint decision. GNAT should also strengthen its personnel and other resources necessary for effective participation.

INDIA - AIFEA

By government securing the active participation of teachers through their organizations in the entire planning process.

JAMAICA - JTA

By wider participation at ground level of planning before implementation, as obtained in drafting of 5-year plan.

JAPAN - JEA

We hope to approach the advisory councils to the various ministries

mentioned above in an effort to have our views reflected in the deliberations of those councils.

LEBANON - SEEP

Voix exécutive.

MALAYSIA - NUTP

By involving subject specialist and experienced and knowledgeable classroom teachers rather than administrators whose knowledge is limited to theories who formulate policies in curriculum committees and similar bodies.

NIGERIA - NUT

Set up joint committees to deal with specific issues.

NORWAY - Lektorlag

The organization is steadily working towards strengthening its influence in all educational matters. It participates actively in all committees and working groups where its members have been appointed, and takes initiative in arranging seminars, panel debates and information meetings on current educational issues.

PHILIPPINES - SMP

Consultation and participation can be improved by formally proposing to do so with the Ministry of Education and Culture. Meanwhile, the teacher organization should start to develop a core of teacher leaders who will devote their time on the analysis of educational policies and strategies while the rest of the classroom teachers can provide the necessary raw materials for this analysis.

REPUBLIC OF KOREA - KFEA

Some kind of official channel should be established and formulated to ensure the participation of the representatives of the teachers in the planning, formulating and implementing of developmental plans. The teaching profession will need to strengthen its participation in each stage of educational planning, but it must be particularly emphasized that the traditional method of posthumous participation be substituted by that of participation in advance. Teachers' right to collective bargaining should also be guaranteed and ensured by law.

REPUBLIC OF SOUTH AFRICA - ATASA

The people (not just the ruling class) must participate in decision making process.

8. (d) : *Does your organization have plans to train officers in economic matters so as to give added weight in discussions with government on development issues and the allocation of resources to education?*

8. (d) : *Votre organisation a-t-elle des plans en vue de former des dirigeants aux questions économiques de façon à leur donner plus de poids dans les discussions avec les pouvoirs publics sur des questions de développement et l'affectation de resources à l'éducation ?*

8. (d) : *¿Dispone su organización de programas de formación de dirigentes en cuestiones económicas para dar más peso a las consultas con el gobierno en materia de desarrollo y a la asignación de fondos para la educación?*

BANGLADESH - BCTA

Yes. With this end in view we have introduced a 'Research and Statistics' cell to keep ready all available information and statistics to have logical and authentic dialogue with the government.

BELIZE - BNTU

No.

ENGLAND - NATFHE

The Association has a plan for the education of its lay officers but this is concerned primarily with local negotiating procedures and organization rather than national economic matters.

- NUT

The Union recruits personnel with a variety of relevant qualifications in order to ensure it has expertise in all the areas in which it might be involved.

FIJI - FTU

We have plans but lack of funds is our problem.

FINLAND - OAJ

Such plans have not been made, but the composition and competence of the personnel gives good possibilities.

GHANA - GNAT

Yes. Since 1977, the Association has been recruiting staff with specialised knowledge in economics and other related subjects. Courses are also organised for staff members to improve their professional competence.

JAMAICA - JTA

Plans yes, money to do so, no.

LEBANON - SEEP

La formation existe dans nos facultés (diplômes universitaires).

MALAYSIA - NUTP

We would like to do so but we do not have the resources to do so.

NIGERIA - NUT

Yes.

NORWAY - Lektorlag

Training in budget preparation work, economic policy issues and allocation of resources are integral parts of the training programmes of our organization's office holders centrally, regionally and locally.

PHILIPPINES - SMP

SMP plans to train officers in economic matters to give weight in discussions with government on development issues and the allocation of resources to education.

REPUBLIC OF KOREA - KFEA

We have no such plans at the moment.

REPUBLIC OF SOUTH AFRICA - ATASA

No. The problem is not the lack of people to argue the case, this question does not arise yet.

SRI LANKA - ACUT

We do not have the resource.

TRINIDAD AND TOBAGO - TTTU

This matter is being considered and with the expansion of union staff, it may be possible to deal with this issue.

UNITED STATES - NEA

NEA trains its officers and staff in many aspects of organization work, including financial and economic matters. Whenever the NEA testifies before legislative bodies, or meets with officials, it goes equipped with facts, figures, and pertinent information.

YUGOSLAVIA - VSSJ

As all educational workers acquire through their specialist training relevant social and economic knowledge, but decide by themselves on a number of questions related to the curriculum and to income distribution, they are ready to hold discussions with "the other side", i.e. with the delegates of work organizations which belong to other sectors outside the sphere of education whom they supply with cadres, but which in turn secure the necessary financial means. The Trade Union

organizations at the Republic and Provincial levels have their own experts which offer assistance to schools in the adoption of relevant self-management acts and the possibility of offering individual assistance if required.

9. *'What kind of education, and for what?'*

Paulo Freire suggests that education may either contribute to exploitation, oppression and the perpetuation of systems based on the colonial past, or it may be a means of liberation, of "conscientization" which enables people to strive for the kind of development which really meets their needs. How can teachers and their organizations respond to this challenge?

9. *"Quel type d'éducation, et pour quoi faire ?"*

Paulo Freire suggère que l'éducation peut ou bien contribuer à l'exploitation et l'oppression et à la perpétuation des systèmes basés sur le passé colonial, ou bien être un moyen de libération, de prise de conscience qui permet au peuple de lutter pour obtenir le type de développement qui répond réellement à ses besoins. Comment les enseignants et leurs organisations peuvent-ils relever ce défi ?

9. *Que clase de educación y para qué*

Paulo Freire sugiere que la educación puede contribuir a la opresión y a la explotación y a perpetuar el sistema basado en el antiguo colonialismo o convertirse en un arma de liberación, de "concienciación" que permita a un pueblo luchar por el dessarrollo que necesita. ¿Qué pueden respondar los maestros y sus organizaciones a este reto?

BANGLADESH - BCTA

In 1832, British Government (Lord Macauly) introduced a system of education in Bangladesh (Indo-Pak-Bangladesh) which intended to establish a class of loyal peoples who would be Indians by birth and blood but Britishers by taste and temperament. This was introduced to serve their colonial purpose. After our national independence, this clerk oriented education has become obsolete. We are to build our nation according to our own meaning of life and livelihood. We must build our society according to our customs and traditions, history and civilisation, values and culture and these all logically demand that our education system be reformed in such a manner to suit the needs of our emerging society. Our aim of national life is the same, we are a people with the same racial and linguistic affinity. So, we should have a system of education where there shall be no discrimination of educational facilities between peoples. This nation is over-burdened with population. To support this population our education must be vocationally and technically oriented. Now that we are determined to uphold our religious heritage, moral education should also be preserved.

BRAZIL - CPB

Education must have an auxiliary but basic function. It is its role to establish doctrinal and theoretical definitions on the subject of desired development, to make them known so that they may be discussed, criticized and eventually adopted. Thus, a better qualification of man for development becomes simple and obvious, without further contradictions, without placing profit before life, the economy and power before human dignity.

ENGLAND - NATFHE

The Association's conception of the nature and role of further and higher education takes as its central tenet the need for a balance in education between the personal development of the individual and the development of vocational or professional skills. The Association is also concerned for the development of a programme of continued education throughout life, to meet the personal and vocational needs of the population. This is becoming steadily more important as the social and economic structures of industrialised society become more complex and undergo continued change, making greater demands on individuals as citizens and workers, including the prospects of more unemployment and redeployment, as well as greater leisure time.

- NUT

While the Union informs and promotes debate, advises when called upon to do so and represents its members at a national and local level, it is guided by two important principles:

(i) There should be professional discretion and responsibility at the appropriate local level;

(ii) The Union itself should be a totally democratic organization.

FIJI - FTU

Education should awaken the people, motivate them and encourage them to go out and exploit the resources in order to survive. It should make a person free from all oppressions and put him in a position where he can say what he thinks is right and proper without fear of contradiction. Education should attempt to fulfill the needs and aspirations of our people. This is the greatest challenge for our teachers. Are they educating the children to accept these challenges? In order that the teachers and their organizations can fully and faithfully respond to these challenges a lot of campaign or propaganda or education is needed. Teachers should have a vocation and regard teaching more as a profession than a job. If they keep their professional, moral and other status up, the other demands such as working conditions and terms of employment will take care of themselves.

FINLAND - OAJ

The teachers in our country believe in education as a means to achieve the development aimed at. Teachers are and they should be

educational optimists. In choosing the teacher training this must be taken into consideration. One of our essential objectives in educational policy is a curriculum and school system that derives from the needs and inclinations of the individual.

GERMANY - DL

The aims of education are clearly stated in the constitutions of all the 'Länder'. DL stands for these aims as expressed by these democratic constitutions and the laws formed by freely elected parliaments.

GHANA - GNAT

Government has already formulated new objectives aimed at relating education to development needs. However, teachers are yet to be given the opportunity to react to the new programme and its approach towards the liberation of the mind. GNAT supports this new move to arouse the awareness of teachers on its implications.

INDIA - AIFEA

1) Paulo Freire's scheme has no relevance to education for development.

2) The first and foremost goal of education today is to raise the material standard of living of our people by making education totally relevant to our needs.

IVORY COAST - SNEPPCI

De l'avis de notre organisation, l'éducation a pour but de libérer l'individu en le rendant apte à s'assumer personnellement mais aussi en le rendant capable de participer valablement à l'évolution de la société. Dans cette optique, le SNEPPCI se tient à la disposition des masses pour les éclairer chaque fois que la nécessité s'impose.

JAMAICA - JTA

By education in this crucial area through full time vacation courses reading on subjects. Thus, own attitudes and contribution will help.

JAPAN - JEA

Education is a process to train people who can carry on the cultural heritage of the nation and contribute to social progress. The school is a place where the wisdom to maintain and advance cultured life is developed. Education for development must be able to contribute toward the goal of achieving equities within the state and between the states. This will be made possible when teachers themselves realize that what is needed is not knowledge but practice.

LEBANON - SEEP

Par la création d'une équipe éducative formée de personnes compétentes de tous les milieux sociaux pour élaborer un programme éducatif,

type de formation et d'orientation, pour la promotion du citoyen dans la vie actuelle.

MALAYSIA - NUTP

By being more aware of the human problems in the rural and economically backward areas of the country. By reading more books and articles on the ghastly problems encountered in other developing nation. In Malaysia frankly the weakness so far has been in looking up to USA and UK as 'models' rather than Mexico or Taiwan for 'inspiration'. As a glaring example Paulo Freire is a name that would not be known among most lectures in teacher training colleges. This is probably a hangover of our colonial past.

NIGERIA - NUT

This can be done certainly by examples in the classrooms to begin with. Students should be free to explore, question and accept, and must not be coerced into accepting the teachers' ideas without really understanding why those ideas are correct.

NORWAY - Lektorlag

In the slogan: Education for Self-Reliance, president J.K. Nyerere of Tanzania has struck an important note. Every nation who wants to develop into a free, independent and democratic state would benefit from applying the basic principles of his education programme: Equality and respect for human dignity, sharing of the resources created by joint efforts, work by everyone and exploitation by none. Different methods and different means may be employed to reach such an ideal goal, and the speed towards it may vary. But there is no doubt that an education built on those principles creates a valuable instrument to help a nation find its own identity, its own strength and its confidence along its road to development and self-realisation.

PHILIPPINES - SMP

By continuous consultation with the masses, the teacher organisation can help the national leadership develop the philosophy and spirit of education for national development.

REP. OF KOREA - KFEA

Korean teachers and the KFEA entertain the belief that education should contribute to the restoration of humanity, realisation of social justice and equal opportunities, and promotion of social welfare.

REP. OF SOUTH AFRICA - ATASA

1. Teachers must first understand the concept of liberation by educating themselves on this issue.

2. Through in-service training activities organised by themselves, they will put themselves in a position to distinguish between the perpetuation of a system of exploitation and the striving for the right kind of development.

3. Discussion of these issues at conferences and other meetings of the organisation, articles in the teachers' magazines and press statements.

4. Common action with other teachers' organizations and fighting against exploitation and oppression.

SRI LANKA - ACUT

For many years our educational system was a perpetuation of a system based on the colonial past. A start is attempted to gear it to the need of development goals. The situation is new. It is definitely a challenge to which we have to respond in a positive manner.

SWEDEN - SFL + SL

Our organizations take up this challenge through their involvement in questions of education policy.

In order to be able to influence education policy, one naturally needs a clear sense of purpose. Our associations therefore compile policy publications on matters of education policy, and in this way they acquire a formative role in connection with public opinion.

Education policy, i.e. policy regarding the goals, content, working methods and organization of education, naturally affects the working conditions of teachers in various respects.

TRINIDAD AND TOBAGO - TTTU

Teachers and their organizations must see that in the light of rapid economic political and social change that education given in schools and other institutions must be adjusted to demands of the lime and the projections of the future.

Education for all so that the valuable human resources should not be wasted. Teachers must note that the beginning of the release of those energies needed for the development of the material resources of a nation is to be found in schools. Past ideas of obsolete methods must give way to the techniques of the new technological age. Teachers must think of education linked closely with the life of a people, must constantly remind governments of the rights of people, their responsibilities. Teachers must seek to promote those attitudes of self-awareness, self-discipline, self-reliance, self-respect. These and the pillars of political, economic, and cultural independence.

UNITED STATES - NEA

The kind of education the NEA supports is that which provides the best educational opportunity possible for all of the peoples at all levels and that education, particularly at the elementary and secondary levels, be free and unemcumbered. Education must provide an opportunity for young people to develop to their full capacities and provide the skills necessary to function effectively in a technological, modern society.

The educational system can be influenced by teachers and their organizations to teach about justice, humanity, understanding, cultural appreciation, and appreciation of other peoples. This tends to develop a social conscience which will prevent many of the oppressive actions that may have occurred in the past.

The last two decades have seen in the United States an enormous concern for individual human and civil rights. The public schools of the United States, through their teachers, show great concern and appreciation for the rights of all individuals, rights which are political, civil, and social. NEA has been in the forefront of this struggle.

YUGOSLAVIA - VSSJ

Only that kind of education which utilizes the previously accumulated cultural heritage of its own and of other nations, along with all the contemporary achievements of science, and only that kind of education which places them in the function of its own national and social liberation, of its own cultural and economic progress together with the rest of the world without any discrimination whatsoever, can be considered universally acceptable, progressive and beneficial today. Therefore it is necessary to have a clear picture of the future development and to lead an appropriate policy on these lines. Teachers can play a positive role only if they do not behave like specialists in a strict sense, who are professionally restricted and burdened, and if they themselves take an active part at all levels along with other working people in the common struggle for a more rapid development of their environments and of the community. They must develop in their pupils appropriate characteristics, and foster feelings of "love towards work", feelings of solidarity and understanding among people.

FIPESO

Réponses aux questions I. 2-7-9:

1) D'après les résolutions votées par les Congrès de la FIPESO, l'action pour le développement nécessite que tous les jeunes d'un pays puissent bénéficier par l'école d'une éducation de qualité qui leur permette de développer au maximum leurs aptitudes.

2) D'après les expériences menées, spécialement dans les pays en voie de développement, un programme de développement social et économique se révèle vain s'il n'est pas accompagné et même préparé par un programme d'éducation.

3) La partie de ce programme dont la réalisation est confiée au système scolaire ne doit pas être conditionnée, en priorité, par d'immédiates données économiques. Elle doit aider les jeunes à assumer dans tous ses aspects leur vie d'homme, de travailleur et de citoyen, en leur donnant les moyens d'intervenir de façon créatrice et responsable face aux évolutions présentes et à venir de leur pays et du monde.

4) Cependant, cette éducation, particulièrement au niveau de l'école secondaire, ne doit pas être dominée par des modèles hérités de pays anciennement colonisateurs. Elle doit s'inspirer des réalités et des traditions propres à chaque pays et à chaque région de ce pays, tout en visant à faciliter les relations avec les autres régions et pays sur un pied d'égalité.

10. *In general, what does your organization consider to be its role in education for development?*

10. *D'une manière générale, quel rôle votre organisation considère-t-elle être le sien dans l'éducation pour le développement ?*

10. *En general, ¿qué función estima esa organización de ensenantes que tiene en la educación para el desarrollo?*

BANGLADESH - BCTA

Plato said: state is the product of mind and mind is the reflection of education. In other words, it is a prescription to cure mental malady with mental medicine. Everybody will recognize the overall importance of education in the overall development of the nation. It is education which helps one differentiate between right and wrong things and accept one which is beneficial for him. Obviously, an uneducated man fails to do that. Unfortunately, ours is a country with 77% illiterate people. It is easily understandable that with an illiterate (superstitious also) population of this magnitude, no country can prosper and democratic ideas and values, culture and civilisation, art and architecture thrive. In order to remove this drawback of development or cancer of our prosperity, our Association has taken initiative to educate our illiterate masses, adult men, women and children, particularly in the rural areas where more than 90% of our people do live in 'mass poverty', ignorance and want. There was a time when Bangladesh was called, "Granery of the East" but during the 190 years (from 1757 to 1947) of British colonial oppression and about 24 years of Pakistan rule this glamour and grandeur of Bangladesh were savagely raped. Today, it is humourously called by many that Bangladesh "is a land of villages so also of mass poverty."

If we are to list priorities of obstacles to our national development, we can without hesitation say: mass poverty, mass illiteracy and explosion of unbalanced population. BCTA being conscious of its organizational responsibilities to its members, professional responsibilities to its students and civic responsibilities to the nation, chalked out a programme to educate illiteracy and instructed all its district and primary units to take a five-mile operation area around the individual institution. According to the scheme, class teachers will explain the importance of education for national development to students, and students will teach their illiterate parents and relatives and people of their own environment and maintain registers. Teachers will frequently supervise the actions of the students. Students will also inform the people of the utility of planned family life according to their income. They will tell them that ignorance of modern livelihood, of illiteracy are the root cause of their poverty.

Besides that, we are frequently holding seminars and workshops on educational importance relating to national development. Some of the topics are: Eradication of illiteracy and population education, Population education for national development, Education and rural development, Education and social justice. We are also successful to a large extent in the campaign that colonial system of discriminatory education between government and non-government institutions must be ended and

that responsibility of uniform education to people irrespective of their birth and belief and living either in towns or in remote rural areas must be guaranteed by the government. We are yet to achieve expected results. Nevertheless, we have achieved a lot. We are expecting pressure on the government so that "luxury of mistakes" in allocating funds in education sectors must be stopped for real development of the nation. Needless to mention , in doing this, BCTA is the only national organization of Bangladesh to receive appreciation from all concerned.

BELIZE - BNTU

We should participate at all levels of decision-making. We have not yet done so.

BRAZIL - CPB

What divides teachers is the fact of "being" or "not being" aware of ... Economics, like education, is not an exact science. Both are, therefore, debatable. Let it be discussed, therefore, how and who shall be educated, and to what purpose. This is the most important role that the CPB wishes to assume, because it considers it legitimate to search, with the public's participation, the best way to global development.

ENGLAND - NATFHE

The Association believes that it has an important role in drawing to the attention of central and local government, employers, other trades unions and the wider public, the nature of the educational, social and economic problems faced by this country, and the contribution of further and higher education to their solution.

- NUT

The Union is prepared to take every opportunity to promote education for development by giving technical aid and assistance, working within and alongside government agencies and interdevelopmental organizations, taking its full part in conferences and workshops, and promoting knowledge and debate on education for development through its journals, papers and policy statements.

FIJI - FTU

(i) Consultative. Since education in Fiji is state provided supplemented by public and religious bodies the role of our Union in education for development is largely consultative. That is, we are represented on various educational boards and institutions.

(ii) The next role of our Union is advisory. We advise parents, teachers, youth leaders, school committees and educational authorities in matters such as curriculum, textbooks, methodology, administration and functional.

(iii) We also administer courses, seminars, conferences for teachers: school managers, principals and headteachers.

(iv) Then our role is also to promote education for development.

We see that our members are adequately qualified and conscious to impart all the forms of education for development, e.g. technical, vocational, professional, academic, cultural, economic and social.

GERMANY - DL

DL and its member organization must urge governments, parliaments and public opinion to improve the means and standards for public education. This includes:

- Educational qualification for all pupils,
- Equality of opportunity for children of migrant workers and for handicapped children,
- Keeping up equality of educational opportunity in rural areas despite falling birth rates.

GHANA - GNAT

In general GNAT should be actively involved in the development of the school curricula. The Book Development Unit of the Professional Development Department of our Association could be used in developing the materials for the new approach in cooperation with Curriculum Development Division of Ghana Education Service and Ghana Book Development Council for the development of curriculum materials. The Ghana should also use its platform in educating teachers about the objectives of the New Content and Approach. Our Association can also mount a general publicity campaign aimed at informing the general public and Training Colleges about the need for a new approach. This should take the form of seminars, lectures and debates. The GNAT should also lobby with government to seriously consider organising and mounting campaigns on lines similar to those they organise on political issues in educating the general public on the new approach. It also should be the concern of GNAT to pressurise the government to provide the necessary facilities for the implementation of the new programme.

INDIA - AIFEA

1. It considers its role in education for development pivotal and central.

2. The teacher is a nation-builder. He is a true representative of the nation because in his profession are included people from all castes, religions, regions and levels of the society. Today there is no organised group, except teachers who can play an effective role in promoting economic and political action for national development. Apart from material upliftment of the masses, we need teachers to cultivate true rationalism and invite the people of the country in a concerted manner to develop it as a nation where the welfare of the lowliest and the humblest is guaranteed.

3. Teacher organizations should promote the idea of community schools everywhere. These will show in practice that true development is an integrated whole and begins from bottom upwards.

(i) Community being the social unit, schools should play a

dynamic role in the improvement of community living.

(ii) We should have functional education for overcoming poverty, hunger, disease, ignorance and superstition.

(iii) Broad educational mobilisation should be undertaken, involving children, youth and adults for better agriculture, diversification of crops, cooperative consumer, construction and credit societies, improvement of livestock, eradication of plant diseases, improved sanitation, better roads, utilisation of wasted resources, fruits, vegetables, poultry projects, improvement of minor irrigation sources, provision of education and recreation.

(iv) High grade technology of the West must trail until intermediate and even low technology suited to our conditions creates infrastructure. Production engineering concepts should be adopted to benefit small scale, village and cottage industries.

(v) In every developing country there is a serious gap of communication in respect of plans. Most people are unaware of them. Others have only vague ideas. In this task teacher organizations can mount campaigns of publicity and awareness. Through them knowledge about development plans and schemes can reach remotest villages.

(vi) All development involves economic policies which in turn are established by political policies. Hence it is vitally necessary to create lobbies in the central and state legislatures to press for changes needed in plans. Teacher organizations must enter the arena of politics (non-partisan) to evolve and create action for real progress.

IVORY COAST - SNEPPCI

Voir question 9.

JAMAICA

Advise Ministry of Education on appropriate curricula; promote by ourselves or with the Ministry of Education/WCOTP vacation courses to enable teachers to become effective in the field.

JAPAN - JEA

Our organization devotes itself to research in education. It is our task, therefore, to pursue studies on development issues and present recommendations and suggestions concerning education for development from the viewpoint that education should be concerned with the human rights of all people in the world.

LEBANON - SEEP

L'évolution d'un peuple est liée à sa propre culture. Un programme scolaire élaboré à partir des coutumes, des moeurs, de l'ethnologie locale, du niveau culturel des jeunes, est seul en mesure de répondre aux besoins intellectuels de notre pays qui voudrait inculquer à ses citoyens un savoir afin qu'ils puissent former à l'avenir les cadres

de responsables dans la cité. Notre organisation peut assurer et assumer la politique de l'enseignement en évolution constante par l'évolution des programmes appropriés en se référant aux nouvelles découvertes scientifiques et méthodes éducatives en cours dans d'autres pays et le sien. Une étroite collaboration avec les différentes cultures en présence est une richesse à acquérir dans la mesure où ces dernières s'adaptent au niveau intellectuel de nos enfants. Une permanence assidue est en mesure de répondre aux besoins intellectuels d'un pays en voie de développement.

MALAYSIA - NUTP

Our organization feels that development is meant to be a means of making life fuller and more meaningful for the individual. It presupposes that change which brings about a new state (prosperity) is preferable to the former state (poverty). Education for development should aim to turn out not only a person with marketable economic skills but one who will realize the need for continuing education and to contributing his share for community welfare.

Our organization spreads these views through articles in its periodical and also from time to time holds seminars and refresher courses for our members,and in this way we identify ourselves with "education for development".

We consider it our professional duty to be practicioners as well as proponents of education for development.

NIGERIA - NUT

We train teachers. Our main concern is to give people the correct orientation so that they can continue searching and promoting the search for truth.

NORWAY - Norsk Lektorlag

To encourage all worthwhile efforts to strengthen education for development at all levels. To participate in curriculum development work for improving contents, methods and means in development teaching. To initiate projects where our members may contribute with experiences and ideas gained in previous work.

PHILIPPINES - SMP

The SMP views its role according to the works of Assemblyman Jeremias Montemayor: "Teachers must continually learn from the people so that they can teach the people. Like satellites, they go down to the people to feel the drag of their problems and aspirations; but they must be high enough to make them look above themselves. While they depend on the people and work closely with the people, they must also inspire the people. The teacher organization can help in developing the philosophy and spirit and the ultimate purpose of these government programmes."

REPUBLIC OF KOREA - KFEA

The teacher's organization has two important roles in education for development. We can study and examine developmental policies formulated by the government from all angles and propose possible remedy and ask the government to effect the improvements. We can also have a great influence on education for development by improving the professional, social and economic status on the teachers. The KFEA has been concentrating on these activities with considerable success.

REPUBLIC OF SOUTH AFRICA - ATASA

1. To generate pressure that will make our society and our decision makers to realise the importance of education for development.

2. In the meantime our organization has a role of organising teachers to perform their duties well.

3. To make teaching more attractive to young people.

4. To effect improvements in curricula and syllabuses by discarding outdated sections and including topics more relevant to the present, e.g. inclusion of computer science in all university training.

SRI LANKA - ACUT

To train our membership to accept the development programmes as essential requirement for a developing country. Support changes in curricula to suit the new trends work with other organizations towards these aims.

Our teacher organizations are politically affiliated. The programmes proposed by the government are supported if the party in power belongs to their party. Otherwise they are opposed and even hindered irrespective of their values. This has been the pattern so far.

SWEDEN - SFL + SL

Our association help to create further opportunities of progress and development by contributing towards the general improvement of educational standards in the country. In this way we also lay a foundation for the better understanding of international problems and assistance requirements.

SWITZERLAND - SL

We can say that education is a factor in development in spite of the lack of existing development plans. As a teachers' organization we do not miss it, because we think it must be left to the teacher if he wants to take up this subject or not, for he will only be able to teach it convincingly when he himself is convinced of its necessity.

TRINIDAD AND TOBAGO - TTTU

Mainly advisory, but to a certain extent participatory. In view of the rapid changes taking place all over the world and the importance of science and technology, the TTTU strongly supports programmes of technical and vocational education. It considers it the duty of all

teachers to consider the needs of children not only within the formal structure of education in schools. but also in the implication of its links with the world of work. The union seeks to discuss with the education authorities the problems posed by inadequate numbers of teachers trained to give instruction in technical subjects. The union expresses the view that there are significant national advantages to be derived from joint efforts of government and private organization to support technical and vocational training.

UNITED STATES - NEA

The NEA believes it has an important role to play in the development of the United States. Through its role in the political process, it is able to develop a greater concern for all individuals, a greater appreciation for all peoples, a respect for language and cultures, and the development of international understanding, cooperation, and appreciation. The NEA has been in the forefront of the struggle for civil and human rights for all individuals and is helping to solve the social, political, and economic problems of the United States. Teachers and their organizations can play a major role in the development of a nation.

YUGOSLAVIA - VSSJ

The Trade Union organization, while accepting these positions is making an effort to foster similar feelings among its members, provide for adequate information and contribute to their commitment at the work place and to their social commitment.

PART II : *Education about the needs of developing countries*

1. *Are there nationwide or regional programmes to encourage teaching about development issues and the needs of developing countries?*

PARTIE II : *L'éducation concernant les besoins des pays en développement*

1. *Existe-t-il des programmes nationaux ou régionaux destinés à encourager un enseignement concernant les questions de développement et les besoins des pays en développement ?*

PARTE II : *La educación sobre las necesidades de los países en desarrollo*

1. *¿Existen programas nacionales o regionales para estimular la enseñanza sobre cuestiones de desarrollo y las necesidades de los países en desarrollo?*

BANGLADESH - BCTA

Yes. Occasional programmes are launched by the government in this regard.

BELIZE - BNTU

No.

BRAZIL - CPB

No. The question of development is presented only in the form of official news. Brazilian education is still disconnected from development and the Brazilian Development Model still does not consider education as a priority.

CANADA - CTF

It is generally recognized in all the educational jurisdictions in Canada that there is a need for people of all ages to learn about the nature of development, the inequalities that exist among nations, the causes of these inequalities, and the problems that result from them. There is, however, a very broad diversity in the approaches used, and a wide variation in the level of effort applied.

DENMARK - DL

Teaching of subjects relating to international development can, within the framework of compulsory education, form an integral part of, for example, Danish, History, Geography, but is first and foremost given in the subject "orientation to contemporary questions" which is a compulsory subject in the 8th, 9th and 10th year.

The purpose of this subject is:

- to acquaint pupils with some important contemporary problems in the local, national and global communities,
- to create a readiness to evaluate political, economic and ideological statements,
- to develop an interest in political matters, to cause students to analyze the historical conditions and sets of values underlying their own statements and opinions and those of others,
- to give students an insight into some of the factors underlying contemporary conflicts, how their solutions are sought and how an individual, alone or in cooperation with others, can influence decision making in society.

The Ministry of Education has given guidelines for the achievement of these aims. The study programme is divided into the following sections:

- Resources, production and work,
- Social and cultural circumstances,
- Political and ideological circumstances.

ENGLAND - AMMA

The curricula of schools are decided by the schools themselves within a broad guidance laid down by Local Education Authorities. Therefore any programmes, national or regional, for schemes of work can be used at the choice of the school. Whether or not they are so used is decided by the schools and the individual teachers within them. There are associations of people interested in education about undeveloped countries, consisting of teachers and others, which promote awareness. The developing countries, comparative wealth and related topics are part of most geography, history, religious education and general studies programmes, but the extent of the emphasis varies very considerably.

- NATFHE

There are elements in some courses, particularly in teacher education, which cover issues relating to the needs of developing countries: in a number of cases, this will be in the context of multicultural education elements of courses.

In addition, a number of bodies such as the Commonwealth Institute, the United Nations Association and the Council for Education in World Citizenship prepare material for use by teachers in schools.

- NUT

Yes.

FIJI - FTU

Yes, e.g. Promotion of agricultural development; business participation; and evening classes for technical and vocational courses.

FINLAND - OAJ

In the educational plans this issue is not directly mentioned. It is carried out in a "passing through principle" in geography, sociology and languages.

GERMANY - DL

The curricula in all the individual 'länder' provide for such activities.

GHANA - GNAT

Programmes to encourage teaching about developmental issues and the needs of developing countries are few and the intervals between those organised are long. Those that are generally taken are limited to the upper level of education. At the University levels programmes at African Studies Departments are aimed at these issues. Programmes at the Sixth Form level also highlight the issues whereas exhibitions in the sciences and the arts arouse interest once in a while in those

at the 1st cycle institutions. The Universities also organise yearly programmes - New Year School, Kwame Nkrumah Memorial Lectures - and this usually focuses attention on problems for developing countries with special reference to Ghana.

IVORY COAST - SNEPPCI

L'incitation de la population au développement s'opère de façon permanente à tous les niveaux au moyen de programmes nationaux, régionaux ou locaux.

JAPAN - JEA

One of the goals of Japanese education is to "bring up Japanese people who can live in the spirit of the respect of human dignity at home, school and in the society, strive for creation of rich culture and development of a democratic society and state and make a positive contribution toward establishment of a peaceful international community." We believe that the formation of such a personality should be the aim of development education programmes. In 1974 the Central Education Council published a report concerning "international exchanges in education, science and culture" which laid out the guidelines for international exchanges in these fields.

- JTU

Financial circle proposed educational reform in 1972 and emphasized the need to prepare such programmes. In 1974, the Central Education Council submitted a report on international exchange of education, culture and science. The government has, however, not yet promoted them sufficiently.

From the end of 1979 to the beginning of 1980, the government emphasized the need to carry out educational reform and set about it, taking aim at promotion of development and of assistance for fosterage of manpowers. We have been criticizing the "reform", because it linked with the governmental intention to make inroads into foreign countries as a power of the world.

LEBANON - SEEP

Dans les facultés (section Sciences économiques).

MALAYSIA - NUTP

Not specifically for teachers but there is ample material available in periodicals, newspapers, books and in radio programmes for those who are interested in development issues.

NEW ZEALAND - NZEI

Education related to the needs of developing countries is usually undertaken as part of the social studies programme. Although the topic is not mentioned specifically in the official syllabus, most schools do include some aspects in their programme.

NIGERIA - NUT

Not really.

NORWAY - Norsk Laererlag

The Model Plan for the Basic School provides a framework of guiding principles which attemps to realize the aims and intentions of the Act concerning the Basic School. In this Model Plan there is no specific topic or programme concerned with development issues and the needs of developing countries. However, in the general section of the plan it is said that the school must foster a feeling of social responsibility in the pupils - not only for their own friends and local community, but also in a global manner.

- Norsk Lektorlag

By tradition, Norwegian education programmes are centrally made. The current programmes for the respective levels of education all include elements of teaching about development issues and the needs of developing countries. A new feature of the recent curricula is that they are built upon the principle of guidance, which means that the individual school, class or even pupil may decide, within a certain frame, which topics they want to concentrate upon.

REPUBLIC OF KOREA - KFEA

We do not have any nationwide or regional programmes per se but some aspects of development issues are included in school curricula especially in the area of Saemaul education which deals with development issues and needs of developing countries.

REPUBLIC OF SOUTH AFRICA - ATASA

None

SPAIN - FETE

No existen.

SRI LANKA - ACUT

In certain areas - just initiated.

SWEDEN - SFL + SL

Swedish curricula are centrally defined by the Riksdag (i.e. Parliament). These curricula include time schedules, skyllabi and certain regulations. Local implementations and local working plans are possible and are encouraged. Local variations of the time schedule are also possible.

As is made clear, for example, in points 2 and 3 below, scope has been allotted in several subjects to international affairs in the broad sense.

SWITZERLAND - SLV

There are a number of institutions, governmental, semi-governmental and NGOs, which are themselves engaged in developing projects as well as in offering instructive material to the schools. Any teacher is able to ask them for advice and information. Some of them are prepared to send a person for a talk. One organization we know of even has representatives of the developing countries stationed in Switzerland for that purpose. All this is done with practically no charge. (We have given the WCOTP secretariat samples of this instructive material.)

TRINIDAD AND TOBAGO - TTTU

To a certain extent, yes.

UNITED STATES - NEA

The United States has no nationwide or regional programmes to encourage teaching about development issues and the needs of developing countries. This is because the United States has 50 individual state school systems and about 16,000 school districts, all of them quasi-independent. There is, however, a great concern among hundreds of school districts to encourage teaching about international appreciation, international understanding, the needs of all peoples, and the inter-relationships and interdependence of peoples and nations. Disease control, energy consumption, environmental pollution, agricultural production, resource management are common problems which need world-wide action. Since the developing countries are 75% of the world's population and 55% of the earth's land, cooperation among nations is almost mandatory.

The recent development of commissions such as "The President's Commission on Foreign Language and International Studies", which have stressed the study of foreign languages and the development of courses dealing with international education, are a step in the direction of understanding the developing nations.

YUGOSLAVIA - VSSJ

Educational material is included in the plans and programmes for courses on Geography, History, Social and Natural Studies, the Foundations of Marxism and Socialist Self-Management, which are drawn up at the Republic and Provincial level for Primary and Secondary Guided Education, which contribute to a better understanding and acquaintance with developing countries, their liberation struggles and their current economic and social needs. At the same time the particularities of certain regions in Yugoslavia are studied as well as those whose economies are not sufficiently developed. Through those studies and through idealogical and political work in the youth organization, pupils are acquainted with the endeavours that are being undertaken in the world to overcome backwardness and difficulties that stand in the way of those endeavors.

2. (a) : *As estimated by your organization, what is the extent of such teaching:*

(i) in primary schools?

(ii) in secondary schools?

(iii) in technical or vocationally oriented educational institutions?

(iv) in adult education programmes?

2. (a) : *Selon les estimations de votre organisation, quelle est la portée de cet enseignement :*

(i) dans les écoles primaires ?

(ii) dans les écoles secondaires ?

(iii) dans les institutions d'enseignement à orientation technique ou professionnelle ?

(iv) dans les programmes de formation des adultes ?

2. (a) : *En opinión de esa organización ¿qué amplitud tiene esa enseñanza?*

(i) ¿de escuela primaria?

(ii) ¿de escuela secondaria?

(iii) ¿de instituciones docentes técnicas o profesionales?

(iv) ¿de programas de educación de adultos?

BANGLADESH - BCTA

(i) Some elementary information and knowledge about national, regional and local developmental activities are provided in the environmental study courses.

(ii) Besides environmental study courses, students are provided mass literacy courses, courses on irrigation project for agricultural development, i.e. canal diggings on voluntary basis to boost food production.

(iii) The courses mentioned in item (ii) are also provided in addition to scientific knowledge on development matters.

(iv) Agricultural know-how, population explosion, knowledge to increase production to attain self-sufficiency in staple food.

BRAZIL - CPB

The development propaganda is directed to the whole population through the radio, television and press.

CANADA - CTF

Notable efforts have been made in various centres across Canada to develop stocks of learning materials and ways of helping teachers

to design courses of study. These have limited impact, however, mainly because of the constant competition for space in the school curriculum and for the scarce time and over-extended energies of teachers.

ENGLAND - AMMA

(i) In primary schools much of the education on developing countries is done by means of projects, with pupils individually or in small groups finding out all they can about one particular topic.

(ii) The amount of the syllabus of a subject in a secondary school devoted to developing countries depends on the interests of individual teachers. If a teacher has a particular interest in or knowledge of the problems, he devotes more of his teaching time to the topic. Much is learned by means of sample studies: one area is studied in depth to give pupils a deeper understanding of the particular area, rather than in a global context. Many secondary schools support charities, and through these learn a great deal about the recipients. Some support schemes to improve the living standards of a particular place, and to encourage them to raise money, they are informed about the place. Emergency efforts are made when disasters strike particular areas, and again pupils are informed about the problems of the locality. There is a general feeling in the country not only in education that we must learn about developing countries. There is doubt about the ability of younger or less able pupils to grasp the full implications in human and economic terms of the facts until they have reached a certain stage of maturity. The facts which can be taught about standards of living, unemployment, inadequacy of medical and educational facilities need to be translated into an understanding of what this means in human lives before the facts can have any value.

(iii) and iv) The amount of education about developing countries included in education for those after compulsory school leaving age depends entirely on the course being taken and the interests of students and teachers. It varies from none to a great deal.

ENGLAND - NATFHE

The extent of such teaching at all levels in the educational system depends very much on the initiatives of individual teachers and groups of teachers, as has been indicated in response to questions in Part I.

- NUT

(i) Because of the nature of the education system, it is impossible to ascertain the full extent of such teaching but the curriculum of most primary schools includes such teaching to a greater or lesser degree.

(ii) As far as it is possible to estimate, such teaching in secondary schools is not as widespread as in primary schools.

(iii) All courses of this type have a part of their curriculum devoted to general issues of a non-vocational type in which development education plays some part in a number of institutions.

(iv) Development education plays a very limited part in adult education programmes.

FIJI - FTU

(i) Apart from gardening, very little. (ii) Something is done but not enough. (iii) Quite a lot but all limited to urban centres. (iv) Very limited, only in co-operative and agricultural education.

FINLAND - OAJ

(i) (7-16) by "passing through principle". (ii) (16-19) by "passing through principle". (iv) Seminars, courses arranged by the citizens' organisations.

GERMANY - DL

(i) By individual activities of individual teachers. (ii) In an exemplary manner in Geography, Politics. (iii) In Social Studies in an exemplary manner. (iv) Optionally.

GHANA - GNAT

Very little impact has been made with regard to teaching about development issues at all levels in the formal school system. But a little bit has been achieved at adult education level.

IVORY COAST - SNEPPCI

(ii) En milieu scolaire, l'étude du milieu éveille les élèves aux réalités qui les entourent. De même l'éducation à cet environnement a pris le contrepied de la distinction entre période scolaire et vie active. Désormais, la formation est opérationnelle. Et le jeune diplômé qui sort de l'école devra être non seulement opérationnel mais également acquis au principe du perfectionnement permanent, théorique et pratique. Dans le même ordre d'idée, l'enseignement des matières et notamment celui de la géographie fait l'object d'importants travaux de recherche en vue d'une harmonie plus pragmatique sur le plan écologique.

(iv) Autres programmes concernant le développement: recyclage des cadres de commandement (préfet, sous-préfets, chefs de service, etc.); programmes régionaux d'encadrement des paysans en relation étroite avec la vocation agricole, pastorale, industrielle ou autre des zones concernées ou pôles de développement". Par exemple, la région du nord est devenue le grenier du pays avec sa production importante de céréales. C'est en même temps le pays de la culture maraîchère, du soja, de la canne à sucre, pays de l'élevage alors que le sud est réputé pour ses palmeraies, l'hévoaculture. A chaque région spécifique correspond un programme d'assistance approprié.

(iii) la portée de l'enseignement en matière de développement s'exprime par l'éveil de l'écolier aux réalités de son environnement. Dans les écoles professionnelles et techniques, l'orientation des élèves s'opère selon leurs aptitudes et les exigences du marché de l'emploi. Cette démarche tend à donner aux élèves une conscience plus nette des efforts du Gouvernement et des communautés, ce qui exerce leur esprit critique et permet de les motiver sainement devant les options en matière de formation.

JAPAN - JEA

(i) The primary school moral education course is designed, among others, to encourage the pupils to "have a feeling of affection toward people in other countries and try to help each other with a warm heart" and also to "grow into a person who respects the life and culture of the people in other countries and contributes toward the peace of the world and the happiness of manking through mutual cooperation." The social studies course touches upon the assistance to developing countries and the participation in international cooperation with a view to "helping the pupils to realize the importance of cooperation with other countries of the world as peace-loving Japanese".

(ii) The social studies curriculum for lower secondary schools contains elements aimed at assisting the students in increasing international understanding and the realization of the significance of international cooperation. The social studies curriculum for upper secondary schools deals with international cooperation in connection with international economy and the United Nations activities.

(iii) In 1974, the Japan International Cooperation Agency was founded as the operational organisation dedicated to international cooperation toward developing countries. Its activities cover such fields as technical assistance, development aid, dispatch of Japanese experts to developing countries and the provision of technical training to participants from developing countries on an invitational basis.

(iv) It is not clear if consistent programmes to teach about development issues and the needs of developing countries are included in university extension courses or other adult education courses offered on TV and radio.

- JTU

(i) Such teaching is not sufficiently related to peace and the New International Economic Order. (ii) Insufficient. (iv) Extremely insufficient.

LEBANON - SEEP

(i) Néant. (ii) Allusion (géographie-Liban). (iii) Inclus dans le programme. (iv) Faculté - Sciences économiques).

MALAYSIA - NUTP

(i) A little in local studies lessons. (ii) A little again in Civics, Commerce and Economics. (iii) Not much as emphasis is on vocational skills as opposed to academic subjects. (iv) It depends on the programmes. Literacy classes would not be paying attention to them but in the National Productivity Centre as a contrast there are courses dealing with development at a more sophisticated level.

NEW ZEALAND - NZEI

In the junior area of the primary school most teaching in this respect is incidental, e.g. discussion of news, reasons for street appeals, national disasters, etc. In the upper part of the primary school (i.e. Forms 1 and 2) study of the needs of other people forms a definite part

of the syllabus but the depth of the study is left to the individual school.

NIGERIA - NUT

(i) None. Teachers are not very qualified. (ii) Such teaching is not yet adequately coordinated. (iii) As in (ii). (iv) A little is done in continuing education centres attached to universities.

NORWAY - Norsk Laererlag

It is not possible to estimate the extent of education about the needs of developing countries in the Norwegian school system due to the fact that there are no fixed programmes for this education.

- Norsk Lektorlag

The principle of guidance implies that schools or groups who want to concentrate upon development issues in any given subject over a certain period of time may do so without encountering any formal problems, as long as they keep within the overall frame of the curriculum. This applies to all educational levels and all types of schools.

PHILIPPINES - SMP

The intensification of the NFE programme under the Office of Non-Formal Education (headed by a Deputy Minister) in the Ministry of Education and Culture can only imply that the programme has proven its value.

REP. OF KOREA - KFEA

Teaching about development issues is very extensive at every level of schools.

SCOTLAND - EIS

See 3.

SRI LANKA - ACUT

(i) Very little at present. (ii) Initial stages. (iii) To some. (iv) None.

SWEDEN - SFL + SL

Part of the Elementary School Curriculum reads as follows. "If development is to be capable of promoting and consolidating peace and liberty among the nations and of steadily improving their living conditions, schools must establish among young persons a greater understanding for the life and conditions of people in other societies further afield and must teach them to realize the importance of good international relations and international co-operation. Thus all school work should be aimed at promoting the pupils' development into independent members of society with an interest in the world at large conducive to personal involvment and a sense of internationally shared responsibility...

"Since the foundations of attitudes towards the rest of the world are laid very early in children's lives, instruction during the very first years of school should relate to international phenomena and conditions ...

More and more pupils are coming into contact with alien environments and ways of thinking via the children of the new citizens added to Swedish society as a result of immigration ... Questions which should be closely studied include, for example, the problems of the developing countries, conflicts and their causes, the global use and deployment of all our resources, racial problems and co-operation between the peoples in various fields. Social subjects in school present particularly good opportunities of touching on these and other international problems."

Political, social and economic problems in other countries, international problems and international co-operation are among the main teaching items defined for civics.

Similar declarations to those in the Elementary School Curriculum are to be found in the Upper Secondary School Curriculum.

One of the general aims of the higher education system is to promote understanding for other countries and for international conditions.

Certain folk high schools have special courses relating to international questions and to conditions in developing countries.

The question of a New International Economic Order is included, for example, among the topics dealt with in study circles run by the adult education associations.

TRINIDAD & TOBAGO - TTTU

(i) Very little, if any. (ii) Not much and that indirectly. (iii) An increasing amount, corresponding with the spread of technical education. (iv) A modicum.

UNITED STATES - NEA

The teaching about other peoples and other countries and the needs of others is quite prevalent in all primary or secondary schools, but there is no organized national or retional program to take care of this. At the tertiary level, universities have courses which specialize in these areas.

YUGOSLAVIA - VSSJ

Similar studies exist at all levels of education: in the Primary Eight-YEar School, in the Schools for Secondary Guided Education and in Schools for Higher Education as well. In adult education courses, with discussion periods.

2. (b) : *What difficulties have been experienced and what are some of the obstacles to further extension of development education?*

2. (b) : *Quelles ont été les difficultés rencontrées et quels sont certains des obstacles qui entravent le progrès de l'éducation en matière de développement ?*

2. (b) : *¿Qué dificultades de han experimentado y cuáles son los obstáculos para que se amplie la educación del desarrollo?*

BANGLADESH - BCTA

Lack of proper training and orientation of teachers, apathy of educated people to manual labour, practical demonstration and field work, lack of initiative in educators to motivate general masses who are mostly illiterate and conservative in outlook.

BRAZIL - CPB

Due to an almost colonial situation of dependency, there is an enormous contempt for the national culture; besides, the system is oriented towards profit and the resulting benefits are not disturbed among the whole population.

ENGLAND - AMMA

The demands of the public examinations at 16 and of the already overcrowded syllabuses limit the amount of work which can be included on the topics not part of the public examinations. The less able pupils, who are taking fewer examinations, may be in a more advantageous position here. Teachers are sometimes cautious about including topics on developing countries because these subjects are difficult to investigate without encountering political overtones, and political indoctrination is not acceptable in our schools. There is also difficulty in obtaining the correct balance between academic facts and an emotional response to the subject.

- NATFHE

Some of the difficulties encountered in the inclusion of development education include traditional curricula, constraints on resources, and the perceived relevance to domestic courses of overseas development issues.

- NUT

In recent years school curricula and resources have been under severe pressure from competing claims generated by the explosion of knowledge. Development education lacks the trained personnel, the backing of a large enough range of powerful pressure groups and the immediate relevancy in employment terms claimes by other contenders.

FIJI - FTU

- finance
- expertise

- geographical location of schools and pupils,
- suitability of equipment
- organization and administrative obstacles.

FINLAND - OAJ

The reason is partly that the curricula are already "overloaded". Even national needs remain unaccomplished.

GERMANY - DL

Materials are often hard to get. Teachers have only theoretical knowledge of the subject matter. Teaching time is limited.

GHANA - GNAT

Lack of sufficient funds, scarcity of equipment and the conservation of administrators and teachers in changing their attitudes. There is also lack of direction on the part of government in developing training programmes for students in our institutions.

INDIA - AIFEA

There are no difficulties or obstacles to further extension of development education if the political will asserts itself to the total outstanding of education to meet our current needs such as food, clothing, shelter, health, good citizenship, ethical conduct, enjoyment of arts, crafts, music, drama, dance.

IVORY COAST - SNEPPCI

La modernisation progressive du monde rural, l'accroissement des revenus, l'élévation du niveau de vie témoignent de la portée des programmes de formation des adultes. Mais certains obstacles persistent: l'exode des jeunes ruraux vers les villes, le déficit en main-d'oeuvre qualifiée, la pénurie de cadres moyens et personnels subalternes.

JAPAN - JEA

No remarkable rise in the spread or extension of development education is noted in school education, which is struggling with overcrowded curricular contents, and out-of-school education, which must primarily satisfy the needs of local communities.

LEBANON - SEEP

- Manque de collaboration : Etat - Syndicat.
- Exécution déficiente des projets appropriés.

MALAYSIA - NUTP

Really as far as schools are concerned the curriculum is overloaded, so there is little scope for another subject called "Development". However, it would be feasible to introduce elements and concepts of development into existing subjects. Teachers could be given more exposure to these concepts in their initial as well as in-service course. One major difficulty would be to find qualified people who could communicate without being too technical.

NEW ZEALAND - NZEI

The major difficulty is the lack of suitable up-to-date resource material.

NIGERIA - NUT

The only noticeable problem is how to integrate it in school curriculum.

NORWAY - Norsk Laererlag

Some of the obstacles to further extension of development education might be:

- lack of appropriate textbooks and other teaching materials,
- a constant demand/press from society for more time available for programmes suitable for their specific interests,
- teachers laying more stress on the basic elements of education (Norwegian and Mathematics),
- missing involvement and knowledge of the subject from the teachers.

- Norsk Lektorlag

The same principle may however also lead to a situation where schools or groups neglect development education, because they concentrate upon other issues to such an extent that time runs out. In general, schools do complain about too little time for most subjects.

PHILIPPINES - SMP

By and large, programmes of this kind invariably suffer from lack of logistics support; hence from manpower. Because of the demands of the system of priorities in a developing country, the obstacles and concommitant difficulties are not easy to overcome.

REPUBLIC OF KOREA - KFEA

In development planning there is an inescapable theory called "priorities" and education for long-term returns tends to get a place of lower urgency.

SWEDEN - SFL + SL

The lofty goals often defined for various courses of education on the subject of international affairs do not always have the impact on teaching that could be desired.

This is partly due to the shortcomings of teacher training where these questions are concerned. There are certain INSET arrangements, but they are insufficient.

Another reason is the congestion of subject matter in schools. In addition to the traditional subject matter, new content is continuously being added to the traditional subjects and new subject areas are being defined with which people today need to be familiar. There is some inertia, however, in the process of "culling" earlier subject matter to make way for new items; in other words, time is too short.

TRINIDAD AND TOBAGO - TTTU

(i) Slow spead and limited ideas about the nature and purpose of development at the lower levels of the economic system.

(ii) Lack of general coordination of plans embracing the schemes for the extension of development education.

UNITED STATES - NEA

There are many difficulties and obstacles to the further expansion of education for development, particularly as it concerns countries in the third and fourth world. The curriculum is crowded as it is with the very basic, fundamental subjects of English, mathematics, history, social studies, science, music, art, physical education, home economic, foreign languages, and other long-established subjects. To introduce specific courses about developing countries, or almost anything else, means that something else will have to be taken out of the curriculum. There are only so many hours in a school day.

YUGOSLAVIA - VSSJ

The basic difficulties in the implementation of the relevant parts of the programme are:

- the fact that there is a large number of developing countries with substantially different political systems and problems which are difficult to deal with if studied only through the educational programme;
- and sometimes the lack of new significant data.

2. (c) : *What steps are being taken to overcome these obstacles or difficulties?*

2. (c) : *Quelles mesures ont-elles été prises pour surmonter ces obstacles ou ces difficultés ?*

2. (c) : *¿Qué medidas se han tomado para salvar tales obstáculos or dificultades?*

BANGLADESH - BCTA

Government has launched a nation-wide movement to achieve rapid development through mass-literacy and double food production through "agricultural revolution". It has also felt the necessity to bring our population to a desired number through effective population central and planned family life. Teachers' organizations including BCTA are effectively participating in these nation building activities. 56,000 teachers of secondary schools and colleges mainly of biology, economics, social studies, civics will be given short course population education training by the Ministry of Education. Ministry of Population control family planning is doing practical network in educating people of all walks of life through various ways, sending delegations particularly

of religious leaders and teachers abroad to have knowledge of the usefulness of family planning.

BRAZIL - CPB

Some educators worry about this question, and try to analyse and discuss possible solutions, but there are unofficial initiatives without any decision power.

ENGLAND - AMMA

Individuals and bodies interested in education about developing countries continue to press their point. In general, people are becoming more aware of the problem, but there is no organised programme to increase the amount of education.

- NAFTHE

Some approaches to breaking down these barriers have been made in teacher education courses (both initial and in-service) and the preparation of learning resources.

- NUT

The Overseas Development Administration, The One World Trust, UNICEF, and other similar groups are expending considerable resources in producing and disseminating teaching materials on development education. Some teacher training institutions under the auspices of ASPRO (Associated Schools Project - coordinated by UNESCO) have initiated a variety of professional courses for teachers. This has alleviated slightly the problem caused by lack of materials and trained personnel.

FIJI - FTU

(i) More centres of learning are being built in geographically disadvantages areas.

(ii) More officers are trained to prepare suitable materials.

(iii) Organizational and administrative skills and techniques are being researched and improved.

(iv) More and more financial aid is being given to the schools.

FINLAND - OAJ

The portion of the issue in question had just been increased in the gymnasium ages (16-19).

GERMANY - DL

The Ministry of Development makes materials available. In-service training courses try to compensate for lack of experience. There are no means against the shortness of teaching time which has to be split among many subject fields considered necessary for the pupils.

GHANA - GNAT

To overcome these obstacles, the following steps are being taken: Training of Personnel. There is a new teacher training scheme aimed at providing the necessary vocational and practical skills to the teachers who will man our schools. There is experimentation going on in the 9 administrative regions on the operation of the Junior Secondary Schools to determine the cost involved, problems to be encountered in the implementation of the policy. In addition, an implementation committee has been set up to integrate the implications involved in the programme, the type of equipment, source of supply and designing for school building etc.

INDIA - AIFEA

Unfortunately none at all. There is complete apathy and inertia.

IVORY COAST - SNEPPCI

Pour remédier à ces difficultés l'Office National de Formation Professionnelle fait le point des besoins en formation et ce, de façon ponctuelle et continue. Le Service de l'Orientation scolaire s'occupe entre autres choses des besoins précis de la Côte d'Ivoice en cadres et personnel, en collaboration avec le Ministre de l'Economie, des Finances du Plan et le Ministre du Travail et de l'Ivoirisation des Cadres. Par ailleurs le Parti a chargé les secrétaires généraux des sous-sections d'informer les populations et inciter à la carrière enseignante particulièrement dans les branches scientifiques et techniques. Les mass média sont mis à profit.

JAPAN - JEA

The measures to stimulate development education will include, among others, to make teachers themselves more concerned with the significance of development education, to encourage educational organizations to strengthen their international exchange programmes, and to step up the activities of the National Commission for UNESCO.

LEBANON - SEEP

- Encourager les rencontres entre le Ministère de l'Education Nationale et le Syndicat.

- Création d'une commission mixte pour une mise en action d'un programme adéquat.

- Elaboration de programmes d'éducation en matière de développement.

- L'obstacle majeur ? C'est le vote de lois par la Chambre des Députés.

MALAYSIA - NUTP

Frankly this is low priority as the education system has of necessity to be preoccupied with improving language skills (in the national language and English) as well as with Science subject problems.

NEW ZEALAND - NZEI

Resource kits are being prepared by the Department of Education but a lack of finance and manpower has slowed down the development of the kits.

Note: In 1976 in response to the WCOTP request that the affiliated organizations assist with the promotion of the theme "Education for a Global Community" the Institute produced a resource kit that was made readily available to schools to assist with the promotion of a better understanding of the wide variety of life-styles, backgrounds and beliefs of the people that make up the multi-racial groups of New Zealand's society.

NIGERIA - NUT

Such steps are yet to be taken.

NORWAY - Norsk Laererlag

Few steps are being taken to overcome these obstacles. Norsk Laererlag has tried to influence the curriculum of the Basic School, but further efforts must be done. We are also trying to inform about the developing countries through the information given about our international work. In the future we will try to send some of our members to specific projects in the third world. By doing this we do hope that their experience will make more teachers interested in these problems.

- Norsk Lektorlag

To prevent possible negligence of development education, certain minimum requirements should be set in the frames of curriculum. In addition, relevant information to teachers and pupils must be given. Development aid agencies may be invited to give lectures, run courses and distribute information materials to schools and teachers. Mass media must be involved. Organizations and individuals are currently at work to improve the situation.

PHILIPPINES - SMP

The establishment and promotion of linkages with other government agencies, with civic organizations and with private business help to overcome these horrendous difficulties.

REPUBLIC OF KOREA - KFEA

The KFEA has carried out a steady campaign for the increase in the allocation for education, and a greater budgetary provision is likely in the years ahead by the initiation of Education Tax.

SWEDEN - SFL + SL

The education system is subject to continous evaluation and change. An investigation of teacher training was concluded recently. It is now for the Government and Riksdag to decide, in response to the new scheme of teacher education drafted by the investigating body, what changes

are to be made. In recent years there has been a growing realization on the part of society of the importance of international questions and of popular knowledge and understanding on this subject. This will leave its mark on youth and adult education and on teacher education, even if the changes thus occasioned do not come as rapidly as one would like them to.

TRINIDAD AND TOBAGO - TTTU

Government has initiated drives to help small businesses. There is a department of management studies whose activities reach far down the economic ladder. Lectures on the radio, discussions on the television programmes concerned, increased use of agricultural extension officers; encouragement of mixed farming, small scale manufacturing. Encouragement of the co-operative movement.

YUGOSLAVIA - VSSJ

In order to overcome some of the above-mentioned difficulties endeavours are being undertaken among other things to study, jointly (divided according to geographic regions) countries with similar problems; to organize supplementary forms of work for pupils who wish to learn more about a country or a particular problem, especially through the so-called extra-mural activities (Young Geographers etc.) to offer teachers further possibilities through seminars to obtain more information on developing countries. Aside from information which is accessible to them through the daily press and television, impressions and experiences will be utilised from persons that have visited those contries.

3. *In general, what measures are being taken to integrate development education into existing curricula?*

3. *En général, quelles mesures sont-elles prises pour intégrer l'éducation en matière de développement dans les programmes d'étude actuels ?*

3. *En general, ¿qué medidas se están tomando para integrar la educación del desarrollo en los programas de curso vigentes?*

BANGLADESH - BCTA

Introduction of population courses into curricula from primary to tertiary levels, e.g. idea of attaining "Zero Population Growth" (ZPG) is also included in the syllabi of college and university courses.

Mass literacy course, e.g. school leaving children to reserve illiteracy of at least two illiterate people for receiving school certificate.

Introduction of alloting marks to students for satisfactory service in removing illiteracy.

BELIZE - BNTU

Teachers attend workshops occasionally to develop curricula and unit lessons.

BRAZIL - CPB

In terms of legislation the necessary measures seem to have been taken: for example, we have subjects such as Moral and Civics, Social and Political Organization of Brazil and Study of Brazilian Problems. But in reality these subjects have a presumptious character and lack critical spirit.

CANADA - CTF

Within educational institutions, the issue is seen mainly as a problem in curriculum design. How do you achieve the essential purpose of teaching people what it feels like to live in a different culture, in a different stage of development? How do you do this without being patronizing, condescending, or excessively admiring or reverent? How do you avoid a preoccupation with the exotic and romantic? How can the teaching of geography, history and economics be modified to give these studies a truly global dimension? How can the problem of human rights, racism, international relations and transnational commerce and economics be presented simply and without bias, but with enough depth to avoid simplistic naïveté? How can you convey the message that development is a universal human activity, and that elements of the third and fourth worlds, and the factors that create these categories, are to be found within all societies?

DENMARK - DL

See question II. 1.

ENGLAND - AMMA

No organized measures are being taken to increase the amount of development education in the existing curricula. Some syllabuses already include the topic, and all pupils encounter the subject to some extent in their education, in many cases in geography lessons.

- NATFHE

Some local initiatives are being made to integrate development education into the curriculum, particularly in the context of multi-cultural education.

- NUT

A study of a developing area is not uncommonly found in integrated humanities courses for pupils in the early years of secondary education.

A popular series of geography text books, which was developed alongside an examination syllabus, has sections devoted to development issues.

FIJI - FTU

Multicraft education in secondary schools is being practised and promoted.

More emphasis is being placed on vocational and technical education in secondary schools.

FINLAND - OAJ

Development work will be brought up at the developing of the curricula proceedings just now. Some experiments have been made.

GERMANY - DL

Curricula are partly rewritten, e.g. in Geography, Politics - to give room to some major aspects of development.

GHANA - GNAT

The new approach advocates a complete overhaul of the existing curricula. The question of integrating the new curricula with the old one therefore does not arise at all.

JAPAN - JEA

Basic improvement of existing curricula is taking place in accordance with the 1974 report of the Central Education Council and the report of the Youth Problem Counter-measure Headquarters of the Prime Minister's Office.

LEBANON - SEEP

Dans les manuels de géographie. Programme: le Liban.

MALAYSIA - NUTP

Not much at present.

NEW ZEALAND - NZEI

No specific measures are taken. Integration of development education is incidental to teaching because of the breadth of the Social Studies syllabus.

NIGERIA - NUT

The National Policy on Education makes some provision for this but the real integration in existing curricula depends on the various states in Nigeria.

NORWAY - Norsk Laererlag

Development education is normally integrated in the subjects Geography, History and Social studies although it is not an independent subject or topic.

NORWAY - Norsk Lektorlag

Development education is being integrated into existing curricula where it fits in and where it is not yet integrated. The national education councils are responsible for this work.

PHILIPPINES - SMP

Development education, per se, is of pretty recent vintage. At present it is to be found only in the graduate level curricula as such: Development Education or as Education Planning courses.

REPUBLIC OF KOREA - KFEA

Development education is widely integrated in the school curricula.

SCOTLAND - EIS

Scottish teachers are trained to provide teaching of this kind to the best of their ability and so far as it is relevant to the teaching of the subjects they profess. It is particularly relevant to the teaching of such subjects as history, geography, economics, social studies and politics or, the collective subject of the Scottish secondary school curriculum called "modern studies" which connotes elements of all five disciplines. Teaching about the third world and what it needs from Western countries can also be introduced incidentally, into the teaching of most other subjects, including languages, sciences, technical subjects or engineering and religion - even physical education. Although it is impossible to quantify the amount of such teaching that takes place in classrooms throughout the country one may reasonably assume that it is not inconsiderable.

SPAIN - FETE

Ninguna medida.

SWEDEN - SFL + SL

The curriculum attaches great importance to elementary school instruction raising international issues and thus broadening the pupils' outlook. Both the 1969 curriculum and the new curriculum which is to be fully introduced as from the school year 1982/83 give prominence to the international aspects, as witness the following excerpts.

Concerning general principles: "Instruction should, for example, include a description of the ways in which people on earth have shaped their living conditions in response to differing circumstances, the aim being to establish on empirical foundations an understanding of other peoples and to facilitate contacts with them and illustrate the practical workings of international co-operation."

The syllabi for different subjects also reflect, of course, the international approach. Local Studies, a subject taken by junior level pupils (ages 7-9), includes a project entitled: "The world at large. People and conditions in other countries. Links and exchanges between different peoples. International understanding."

The description of goals for History at intermediate level (ages 10-12) includes the following: "The emphasis here should be on phenomena which have been particularly instrumental in creating the conditions, problems and conflicts prevailing in the world today."

Civics as taught at senior level (ages 13-16) includes a main teaching item defined as follows: "Political, social and economic problems in other countries. International problems. International co-operation."

SWITZERLAND - SLV

The Swiss teacher, in general, enjoys a considerably large range in which he is able to decide the contents and the methods of his education. The syllabus of each subject leaves him the freedom of introducing a particular item or of cutting it out, as long as he fulfills the basic demands of it. He is, therefore, together with the teachers' organizations opposed to being forced into a very rigid syllabus. However, a number of new subjects and new methods have been introduced into Swiss schools, but among them a large number is offered to the teacher as a possibility, it is not a "must". The 1980 theme "Education and Development" would certainly not be declared a compulsory subject. In none of our 26 cantons, each with its own school-system, education for development is - as far as we know - a school subject of its own.

TRINIDAD AND TOBAGO - TTTU

Except for the curricula followed in the Eastern Caribbean Institute of Farming and Agriculture, and in some courses at the Technical Institute, not much is done in this direction.

UNITED STATES - NEA

Many school districts are integrating the studies about international education and other countries into all aspects of the curriculum by stressing interdependence and without eliminating any of the necessary subjects taught in school.

YUGOSLAVIA - VSSJ

As this above-mentioned form of education has already found a place in the programmes, there is no need for any new integrations but what is necessary is the insistance on a fuller and more qualitative realisation of these tasks.

4. (a) : *In teaching about development issues and about other countries what steps are taken to ensure the accuracy of information provided in textbooks and other curriculum materials?*

4. (a) : *Dans l'enseignement se rapportant à des questions de développement et à d'autres pays, quelles mesures sont-elles prises pour assurer la véracité des renseignements donnés dans les manuels scolaires et dans le reste de la documentation prévue par le programme d'étude ?*

4. (a) : *Al ensenar sobre otros países y sobre temas de desarrollo ¿qué medidas se toman para garantizar la exactitud de la información facilitada en los libros de texto y en otros textos de los programas de curso?*

BANGLADESH - BCTA

Information and data supplied by the government agencies: Bureau of Statistics, Directorate of Public Instruction, Ministry of Planning and Information.

International sources: World Bank, Unesco, ILO, UNDP, IBE, authorities and authentic books and other publications.

BRAZIL

The education system does not use comparative and critical studies. It does no more than point to the developed capitalist countries as an ideal to be attained.

CANADA - CTF

Frequent consultation with recognized experts, authorities and individuals in the countries concerned, and officials of major international agencies (such as UNESCO, UNICEF and the International Red Cross) ensure accuracy.

ENGLAND - AMMA

The accuracy of information in textbooks and in other materials in use in schools in this country is, generally speaking, high, and can be relied upon. Other than that, it is up to individual teachers to ensure accuracy from their own knowledge of the subject. Some use newspaper reports and magazine articles to support and up-date texbooks, but here caution is also needed, as newspaper reports may be inaccurate.

- NATFHE

There is no centralised monitoring of the content of educational textbooks on development education or other subject areas. The main responsibility for accuracy lies with the publishers, many of which are international companies and are fairly sensitive to the need for accuracy in order to retain international markets. Also the embassies of developing countries have a role to play in ensuring that an accurate image of their countries is conveyed.

ENGLAND - NUT

Teachers, as professionals, make every effort to ensure the accuracy of information, but they are hindered by low capitation allowances, which mean that they do not have access to as many reference works as they would like and that textbooks are not as modern as might be desired.

FIJI - FTU

There is a Curriculum Preparation and Revision Committee for every subject area. The two teachers' Unions are represented on all these Committees. These Committees meet regularly and discuss various aspects relating to accuracy and relevancy of textbooks and curriculum.

FINLAND - OAJ

Experts, universities, UN-Association, Ministry of foreign Affairs, etc. will be consulted.

GERMANY - DL

Teachers have to rely on the correctness and accuracy of materials they get from the Ministry of Development or from the UN.

GHANA - GNAT

Textbooks writing workshops have been organised to promote interest in writing new books. New texts are being written by Curriculum Division and GNAT. Thorough editing by experts in the field ensures that new books contain accurate information before they are published. Also books are trial tested in schools before final publication. Cultural Divisions attached to various Embassies provide up to date information on books about their countries.

JAPAN - JEA

The contents of textbooks for primary and secondary schools are checked for accuracy of information provided in accordance with the Textbooks Authorization Regulations. The latest information concerning development issues and other countries is provided by the publications published by the Ministry of Foreign Affairs and other governmental and non-governmental sources.

JAPAN - JTU

Mainly through mass-media. The Japan Teachers' Union proposed in 1974 a plan "How to Reform Japan's Education", in which was proposed the establishment of "international library of educational materials" for the promotion of international understanding. JTU has been making efforts to realize it.

LEBANON

Référence aux manuels étrangers.

MALAYSIA - NUTP

This is the responsibility primarily of the author, editor and publisher. If inaccuracies are found corrections and amendments are made in the next edition. The serious classroom teacher would also make sure that he/she gives pupils only up-to-date information and statistics.

NEW ZEALAND - NZEI

This is generally left to the teachers. The material distributed by the Department of Education is selected by people who have access to a wide variety of resources and is thus generally thought to be fairly accurate. Most material used by schools is purchased from reputable publishing companies.

NIGERIA - NUT

Teachers make use of the available textbooks. Some of the teachers can invariably ascertain the accuracy of the contents.

NORWAY - Norsk Laererlag

Textbooks which are to be used in the basic school must be approved by the Ministry of Church and Education. The Ministry makes its decisions on the advice of the Basic School Council and its advisers. The books are examined from the point of view of their content and their suitability as teaching material. Besides these advisers some books, especially those to be used in History, are examined by a special committee. The teachers do not have great opportunities to ensure the accuracy of information provided in textbooks except for what information they can get on their own by reading specific materials focusing the problems from other points of view.

- Norsk Lektorlag

All textbooks are subject to a careful central control before they are approved for use in school. The control is the responsibility of the national education councils, and is carried out by specialists on the subject in question as well as on methodology and vocabulary. Care is also taken to avoid discrimination of any kind, based on religion, race, language or sex.

PHILIPPINES - SMP

Steps are taken to ensure the accuracy of information provided in textbooks and other curricula materials. In this regard, the State, in the Ministry of Education and Culture, has a Board on Textbooks which passes upon and gives its approval before any textbook is adopted as such.

REPUBLIC OF KOREA - KFEA

All curricular material should meet the approval of the curriculum authorities. In the process of approving curricular materials the authorities take appropriate measures to ensure the accuracy of the information provided in the textbooks.

SPAIN - FETE

No se toma ninguna medida.

SWEDEN - SFL + SL

The main teaching materials used in Swedish schools today are listed by a State organization, the National Institute for Teaching Aids Information. Certain books are examined by a special Teaching Aids Development Section at the National Board of Education with regard to their objectivity of presentation.

TRINIDAD AND TOBAGO - TTTU

The information is checked against the official publications of the particular country as obtained from the most up-to-date statistics.

UNITED STATES - NEA

NEA is constantly taking steps to ensure the accuracy of information in textbooks and other curriculum materials. Since the United States has many racial and ethnic groups these specific racial and ethnic groups make great efforts to make sure that the curriculum material and the information provided in textbooks are accurate. It is, of course, a constant ongoing process.

YUGOSLAVIA - VSSJ

Indeed it is difficult to insure accuracy when using certain names and statistical data. Authors of textbooks mostly use international sources, especially those of UNESCO, although in some instances mediation is required from our Diplomatic and Consular Services in order to obtain the relevant data.

4. (b) : *How are students encouraged to understand and appreciate cultures other than their own?*

4. (b) : *Comment les élèves sont-ils encouragés à comprendre et à apprécier des cultures différentes de la leur ?*

4. (b) : *¿Se estimula a los estudiantes a comprender y a apreciar culturas diferentes a las suyas?*

BANGLADESH - BCTA

Through exchange of good will missions from nation and friendly countries. Inclusion of history of civilisation and culture in national curriculum is, Muslim civilisation, Egyptian, Greek, Babylonian, Asyrian etc. Through journals, booklets, articles and pamphlets and information bulletins supplied by foreign diplomatic missions here. Information from Unesco, UN information bureau and we are receiving information from WCOTP, IFFTU, IFTA, FISE and other friendly teacher organizations and resending these to our students through our units.

BRAZIL - CPB

There is no type of activity that aims at providing a real understanding of other cultures. The students are led to appreciate and adopt values and attitudes imported from the dominating countries, which values and attitudes clash violently with the life conditions of the Brazilian people.

DENMARK - DL

The subject "orientation to contemporary question" includes the political situation in other countries: to give pupils an insight in the political situation in some other countries, their history, and economic background, religious and ideological situation that influence the political system of the country or influences conflicts in the country. The aim should be that pupils get an impression of how complex political problems are and how they differ from one place to another.

ENGLAND - AMMA

With the numbers of immigrants in this country there is much emphasis now on understanding other cultures. This is more easily done from a very early age, where a school includes pupils from other cultures. The pupils, and their parents, can explain and demonstrate their way of life, festivals, etc. to each other, and this is done in a lively and imaginative way by many schools. Projects are used at all ages to increase awareness. There are excellent programmes on television on many aspects of other countries and cultures explaining and showing their way of life, beliefs, customs, in a way which increases everyone's knowledge of the rest of the world. Teachers can use such programmes either by encouraging pupils to watch or by video-taping them, and by discussing programmes afterwards.

- NAFTHE

Teachers are encouraged to make clear the multi-cultural nature of this country, and to develop appropriate educational patterns and curricula. Education about the developing countries may be seen as a spin-off of this. The main element in encouraging domestic students in further and higher education to understand cultures other than their own is through mixing with overseas students on their courses and in the general and social life of their institutions.

- NUT

The education profession in England and Wales acknowledges that we are now multi-racial and multi-cultural society. Teachers are encouraged to reflect the variety of social and ethnic groups in their curriculum. The importance of using cultural and racial diversity in order to make a positive and enriching contribution to the culture of the school is stressed.

FIJI - FTU

Cultural teachings are integrated in various subjects such as

History, Languages, Geography, Social Sciences and Art and Craft. In some schools cross-cultural teaching is pursued.

FINLAND - OAJ

In connection with the different subjects and through special theme weeks.

GERMANY - DL

By proper teaching methods.

GHANA - GNAT

Through Exchange Programmes :

- Working with people of other parts of the world through voluntary camp associations;
- Film shows by foreign embassies;
- Talk and addresses by experts;
- Reading books on other cultures;
- (A.F.S.) American Field Service Exchange Programmes - students spend a year in U.S.A. and other European countries to learn about the way of life of the people.

INDIA - AIFEA

Through Unesco Associated Schools Project for promoting international understanding.

IVORY COAST - SNEPPCI

L'hospitalité légendaire de l'africain le prédispose plus ou moins à la tolérance et à la compréhension des autres cultures. La paix dont les étrangers jouissent dans notre pays, l'absence de discrimination contribuent au climat de paix que connait la Côte d'Ivoire et dans lequel se déroule la vie des élèves. Pour l'heure, les us et coutumes tiennent lieu de programme. Cela n'exclut pas les correspondances interscolaires, les voyages, les échanges.

JAPAN - JEA

The Society of Promotion of Science, the Japan Foundation, the National Federation of Private Schools, etc. are promoting international exchange of scholars and students.

- JTU

Students are not encouraged to understand and appreciate other cultures.

JTU thinks it extremely important. In the plan of educational reform mentioned above, JTU proposed as follows: All of the peoples and races are equal without any discrimination in color, wealth, power or population, because there is deep recognition and respect to every

race for having her own unique culture and history as equal human beings. If we try, in education, to classify the nations simply according to geographic natural conditions or to degree of industrialization in calling them "developed" or "underdeveloped" we could no longer cultivate exact understanding of the world including our own country but rather inflate a great power chauvinism despising others. Our education for true solidarity, therefore, should aim to get the whole and correct understanding of the peoples in Asia and the world how they live, think and work in their own way of life under each political, economic, and social conditions.

LEBANON - SEEP

Dans les facultés.

MALAYSIA - NUTP

Through civics lesson and cultural activities. It is also a widespread custom to visit homes during various cultural and religious festivals. Attendance of friends of other races at weddings, funerals, birthdays is also fairly common. TV programmes can also serve this purpose.

NEW ZEALAND - WZEI

The Social Studies Syllabus states: Social studies should help students to develop those ideas and skills that will contribute to their understanding of themselves and their society; to think clearly and critically about human behaviour and values so that they may make reasoned choices; to apply their knowledge and abilities to the welfare of mankind.

NIGERIA - NUT

The use of the mass-media does a lot for this purpose.

NORWAY - Norsk Laererlag

There is a growing understanding among people in general and among teachers in specific for other cultures. Teachers try to give students a better understanding of other cultures by studying their origin, and by using pupils belonging to these cultures in their education (children of migrant workers).

- Norsk Lektorlag

The principles of tolerance and non-discrimination are specifically stated in our education acts, thus becoming an integral part of the curricula and syllabi.

PHILIPPINES - SMP

The Social Studies programme in the elementary and secondary levels adequately takes care of this. Special programmes to celebrate UN Day, Human Rights Day, etc. are only some of the activities that help inculcate in the students appreciation for development issues.

REPUBLIC OF KOREA - KFEA

Students are provided with educational materials, charts, books, etc. and are encouraged to study and understand other cultures.

SPAIN - FETE

Se estimula poco a los estudiantes a comprender y apreciar culturas diferentes a la suya.

SWEDEN - SFL + SL

The elementary school and upper secondary school curricula both make it the business of schools to promote an active cultural environment in our country. "In the course of teaching, efforts should be made to break away from one-sidely national and Western European perspectives. Efforts should instead be made to penetrate the views and values of other civilizations in order to attain a more comprehensive understanding. This is necessary not least with regard to the under-developed countries, whose conditions often tend to be judged according to our own values."

The international perspective is to be adopted not only in social subjects but also as far as possible in all other subjects as well, in order to inculcate an understanding of other cultures.

TRINIDAD AND TOBAGO - TTTU

Students may on their own make peri-friends and as a result there may be exchange of postage stamps, photographs and small articles of handicraft. The teacher may make use of records, tapes, films, documentaries gathered by Unesco. Where possible material from embassies, brochures depicting scenes in the country under study. Projects about life, social customs, religion, costumes, economics, education. Exchange of visits.

UNITED STATES - NEA

It is almost standard practice in the schools of the United States to integrate into all levels of the curriculum an appreciation and understanding of other peoples and other cultures. Since the United States is made up of people who came from other parts of the world, with different languages, different religions, different mores, and different cultures, and since for the last two decades there has been a constant effort to instill an appreciation and understanding of other cultures, this idea has permeated through almost all sections in the curriculum. Out of this, in many cases, has come the introduction of bilingual education.

YUGOSLAVIA - VSSJ

Owing to the active participation of our pupils and students in public life we do not have problems particular to other countries. An important role in studying other cultures is played by students from foreign countries, especially those coming from developing countries (participation in programmes and celebrations, appearances

on television etc.). It is possible that a more peaceful development in international relations would offer a stimulus both for us and to others in this respect.

4. (c) : *What extra-curricular activities are conducted in schools to heighten students' appreciation of, and concern for, development issues?*

4. (c) : *Quelles activités hors programmes sont-elles menées dans les écoles pour faire mieux comprendre les questions de développement par les élèves et pour qu'ils s'en préoccupent ?*

4. (c) : *¿Qué actividades extraescolares se organizan en las escuelas para fomentar el interés de los estudiantes y su preocupación por cuestiones relativas al desarrollo?*

BANGLADESH - BCTA

Debates, discussions, symposiums, seminars, essay competitions, educational tours.

ENGLAND - AMMA

Schools invite speakers who have been abroad or who have particular knowledge of developing countries to speak to pupils either in lessons or after school. Former pupils are helpful here. The education through money-raising activities has been mentioned. There may be opportunities for visits to exhibitions, lectures and other activities for the pupils. Because of cost, it is not practicable organise school journey to underdeveloped countries.

- NATFHE

A wide range of extra-curricular activities in colleges including Students Unions; subject-based, ethnic and cultural societies and arts bodies are involved in the widening of students' awareness of development issues. Schools activities include exchanges of teachers, audiovisual displays and exhibitions and many other forms of activity on the initiative of teachers in individual schools.

- NUT

Extra-curricular activities vary enormously in range and content from school to school. All such activity is purely voluntary and takes place in the teachers' own time. Some schools have held 'International Festivals' with nationally known speakers talking on development issues, conferences, debates and displays while in other areas very little is done.

FIJI - FTU

Scouting, Red Cross, St. John Ambulance, farming, painting, carpentry, Girl Guides, Brownies, and various forms of technical oriented subjects.

FINLAND - OAJ

Happenings, projects, contributions. The schools may have bilateral contacts to schools in developing countries. Group-work, correspondence.

GERMANY - DL

It lies with the individual school or with the individual teacher to find partnerships for correspondence. There are agencies that specialize in bringing about such partnerships, individually or in groups/classes.

GHANA - GNAT

Extra-curricular activities that are conducted in schools to heighten students' appreciation of, and concern for, development issues are:

(i) Organisation of students clubs. (ii) Operation Feed Yourself Programmes - This is in the form of farmers clubs to grow crops. (iii) Active participation of inter-school and communal activities. (iv) Involvement of students in political affairs.

IVORY COAST - SNEPPCI

Parmi les activités hors programme menées dans les écoles pour mieux faire comprendre les questions de développement et s'en préoccuper, on peut signaler les mouvements et associations de jeunes, en particulier le mouvement des Elèves et Etudiants de Côte d'Ivoire (M.E.E.C.I.), les chorales, le théâtre, les compétitions sportives, les coopératives, les cantines, le petit élevage, le jardinage, les expositions de travaux d'élèves, les fêtes de fin d'année scolaire, les voyages à l'intérieur du pays comme à l'étranger.

JAPAN - JEA

The organisations affiliated with Japan Education Association are cooperating with the fund-raising campaign sponsored by Unesco through extra-curricular activities, which also include activities related to Unesco Club, JRC (Junior Red Cross), Rotary Club and Lions Club.

- JTU

In very few schools, Unesco club is organized as extra-curricular activities.

MALAYSIA - NUTP

Sometimes this is done via exhibitions of charts and maps in the 'Geography' section. School exposition displays on such topics.

NEW ZEALAND - NZEI

This varies from school to school although most do use the voluntary agencies such as CORSO, Unesco etc. to heighten the children's awareness.

NIGERIA - NUT

Radio talk and television programmes.

NORWAY - Norsk Laererlag

The United Nations local division in Norway offers a great amount of films, books etc. which are available for educational purposes. In some schools there are arranged exhibitions to show day-to-day life of children from the third world. In former days a great many schools had adopted ships sailing on remote waters. Still some schools maintain this form of adoption, and from "their ship" these schools receive a lot of materials from foreign countries.

- Norsk Lektorlag

Projects of various kinds are carried out as extra-curricular activities among pupils, such as: (i) Direct contacts with schools in other countries (friendship classes, pupils' exchanges, teachers' contacts or exchange. (ii) Programmes in connection with specific development projects (an annual event involving nearly all secondary schools where pupils work a day to the benefit of a development project has become a tradition). (iii) Relief projects in connection with disasters and floods are often staged, locally, regionally or nationwide.

PHILIPPINES - SMP

See 4. 6.

REP. OF KOREA - KFEA

Education for international understanding is included in the extra-curricular activities.

SPAIN - FETE

Ninguna.

SWEDEN - SFL + SL

In the course of a few decades, immigration has become a major factor in Swedish social affairs, and questions concerning other countries, peoples and cultures are therefore a regularly recurring topic of information and discussion on the part of various public authorities and other organisations. The curricula lay down that pupils in school should be brought into contact with events in the local community, such as cultural and recreational amenities, local political issues and working life. Associations, religious denominations and other organisations are to be given the opportunity of participating. Immigrant organisations can play an important part here by presenting other cultures. Theatrical and musical ensembles comprising persons from other countries can be invited to present the cultures of other countries through the medium of songs, music and dancing. The amount of activity taking place in different schools vary much depending on the interest taken by the individual school and municipality. Special 'theme days' are arranged in certain schools and can be devoted to immigrant affairs, cultural question among other topics.

TRINIDAD & TOBAGO - TTTU

Extra-curricular activities like 4H Clubs, young farmers organisation, student co-operatives taking part in the plans and projects of grown-ups, farm work, repairing of machinery, partime work and similar activities.

YUGOSLAVIA - VSSJ

Other extra-mural activities that contribute to the corresponding functions of education are: UN clubs, exhibitions and school ceremonies in honour of developing countries: a part of the contents in school and youth papers and periodicals.

5. *Are there non-formal or out-of-school programmes (sponsored either by public authorities or by non-governmental organizations) to inform people about development issues and to encourage public debate?*

5. *Y a-t-il des programmes non formels ou extra-scolaires (patronnés soit par des autorités publiques, soit par des organisations non gouvernementales) pour informer la population des questions de développement et pour encourager les débats publics ?*

5. *¿Existen programas de curso particulares o extraescolares (patrocinados por las autoridades públicas o por organizaciones no gubernamentales) para informar al público sobre cuestiones de desarrollo y para estimular el debate público?*

BANGLADESH - BCTA

Yes. Conferences, seminars, workshops are being held by concerned agencies or NGOs to invite people's attention to development issues and they are encouraged to put their view-points through articles and comments in the newspapers, or holding mass meeting by political parties.

BELIZE - BNTU

No.

BRAZIL - CPB

Only in some Brazilian capitals, groups of study and information courses, supported by independent entities and private companies, are beginning to appear. They aim at contributing to the critical analysis of reality and the consequent awareness of the lack of participation in the development process.

CANADA - CTF

A number of voluntary organizations, with encouragement and financial support from the Canadian International Development Agency (an agency of the Federal Government) are producing excellent informational material.

ENGLAND - AMMA

The contribution of television has been mentioned, and this has had the greatest impact. Documentaries and news programmes contribute

very effectively to everyone's knowledge and some local areas have schemes or programmes to inform and involve the public.

ENGLAND - NATFHE

See response to Part I, question 3. (a).

- NUT

These are programmes sponsored by a variety of public and non-governmental organizations such as ODA, British Council, VCOAD, UNO, UNICEF. One World Trust, Third World First and CEWC, to name the most well known.

FIJI - FTU

Yes.

FINLAND - OAJ

Yes: The UN-Association of Finland, UNICEF, UNESCO-committee, Central Board of Schools.

GERMANY - DL

Yes, but with little publicity.

GHANA - GNAT

Self-organised groups mostly at the university level occasionally charged to educate the public on political issues. In addition there are students clubs or movements like the Red Cross to educate on health problems.

IVORY COAST - SNEPPCI

Les enseignants de l'Extra scolaire ont acquis, en plus de la formation initiale, une spécialisation en matière de développement. L'instituteur animateur est attaché d'animation, producteur ou animateur de terrain.

L'attaché d'animation a pour tâche de concevoir les documents pédagogiques d'appui pour l'animation des émissions. Il prépare les différents contenus, les messages pédagogiques et prévoit les moyens matériels appropriés. Le producteur est chargé des tâches relatives à la réalisation des films éducatifs. L'animateur de terrain, c'est l'instituteur chargé d'une classe et qui, le soir, aux heures de "Télé pour tous", anime un groupe de villageois ou d'auditeurs urbains autour d'une émission télévisée.

JAPAN - JEA

There are social education and adult education programmes sponsored by the National Commission for UNESCO and the Japan Federation of UNESCO Associations.

JAPAN - JTU

Campaigns to inform people about development issues and to encourage public debate have been set about by some non-governmental organizations including the Peace Society and newspaper companies.

JTU has taken precautions against the promotion of development and development education (assistance to foster manpowers) as a policy to support the advance abroad of economic great Power Japan.

LEBANON - SEEP

Oui, initiative privée (écoles privées).

MALAYSIA - NUTP

Yes, more particularly seminars - public lectures by ministers and heads of departments. Another source are parliamentary debates, often reported in the newspapers as well as on radio and television.

NEW ZEALAND - NZEI

The agencies noted above provide resource material (on request).

NIGERIA - NUT

Yes, a lot is done on current affairs on radio and television programmes designed specifically for the purpose.

NORWAY - Norsk Laererlag

Both the Norwegian Agency for International Development, the Norwegian Church Relief, the United Nations local division in Norway and the Norwegian missionary societies inform people about development issues. Their activities also engage people in a public debate about ways and means of the Norwegian assistance programme.

- Norsk Lektorlag

Several organizations, public and private, offer information materials on development issues to schools. Mass media are generally very positive and cover development issues fairly frequently, encouraging public debates in newspapers, radio and television.

PHILIPPINES - SMP

The Sister-City programme may indirectly be performing this function. Ditto the leadership programmes of civic organizations like the Jaycees, the Kiwanis, the Lions, Ditto the 4-H Clubs.

REPUBLIC OF KOREA - KFEA

Various social education programmes with emphasis on development issues are sponsored by the governmental and private organizations.

SPAIN - FETE

No existen.

SWEDEN - SFL + SL

The adult education associations organize study circles on various international topics (politics, economics, cultural questions etc.). They also sponsor various cultural events, sometimes with an international focus.

In addition there are many immigrant associations and other organizations which arrange 'non-Swedish' cultural events (theatrical performances, singing, dancing, music and film performances) as well as debates.

TRINIDAD AND TOBAGO - TTTU

Yes. Among organizations we have in Trinidad a Junior Achievers Movement sponsored by the Trinidad Chamber of Commerce. The aim is to expose young people to take an interest in business practices and by projects actually test their knowledge of and interest in practical economics.

UNITED STATES - NEA

Many schools have special days or special activities about foreign countries, as do many communities. There are generally no non-formal or out-of-school programmes to inform people and students about development issues and to encourage public debate on developmental issues.

YUGOSLAVIA - VSSJ

In the programmes of ideological and political activity of the Trade Union and other socio-political organizations, including the youth organization, as well as in the programmes of activity of Workers Universities and Peoples Universities, there are often found, throughout the whole term, topics and programmes whose specific role is to acquaint students with problems of developing countries. A number of these topics deal with our non-aligned foreign policy. Great interest is shown for these lectures and classes.

6. (a) : *Do pre-service and in-service teacher education programmes include specific courses on development education?*

(b) : *To what extent are development issues included in other courses?*

6. (a) : *Les programmes de formation initiale et de formation en cours d'emploi des enseignants comportent-ils des cours expressément consacrés à l'éducation en matière de développement ?*

(b) : *Dans quelle mesure les questions de développement sont-elles traitées dans d'autres cours ?*

6. (a) : *Los programas de formación de maestros antes del ejercicio y en el ejercicio incluyen cursos especiales sobre la educación del desarrollo?*

6. (b) : *¿En qué medida figuran temas relativos al desarrollo en otros programas de curso?*

BANGLADESH - BCTA

(a) So far we know, no.

(b) Partly, but not to our satisfaction.

BELIZE - BNTU

No.

BRAZIL - CPB

(a) Specifically, no.

(b) An education based upon alienating objectives and upon an excessive preoccupation with technical matter prevents the inclusion of themes which contribute to a greater awareness of the problem of development.

CANADA - CTF

Development education is an optional element in teacher education, available in only a very few universities.

DENMARK - DL

The subject "orientation to contemporary questions" was introduced as a compulsory subject in 1975. Teachers feel they would need increased and more in-depth inservice training to meet the comprehensive proposal for the implementation of these aims.

ENGLAND - AMMA

We would think that many teacher training courses should include programmes on development education, where this is relevant to the main subject of study. Whether they do so, and the extent, depends on the individual teachers in charge of such courses. This is true of all further education courses.

- NATFHE

Some teacher education courses do include components relating to development education, but very few specific courses on this subject are operating. A number of courses will include reference to development in the context of multi-cultural education.

- NUT

(a) A number of pre-service and in-service programmes do take place and they are heavily subscribed.

(b) Development issues are included in other courses to a very limited and almost incidental extent.

FIJI - FTU

(a) Yes.

(b) Fairly well covered.

FINLAND - OAJ

(a) Course in education of internationalism.

(b) Not immediately.

GERMANY - DL

(a) Special courses are offered for teaching (and understanding) children of migrant workers.

(b) Teachers in Geography ('Weltkunde') have to take lectures or courses about development; teachers in Politics have to take lectures or courses about recent developments and existing problems.

GHANA - GNAT

(a) No.

(b) Development issues are very rarely included in other courses.

JAPAN - JEA

(a) No.

(b) International understanding and international cooperation are referred to as part of general education, and the teaching contents of development issues are mentioned in the course of professional education.

- JTU

(a) and (b) No.

LEBANON - SEEP

(a) Certainement.

(b) Cela dépend des écoles et des programmes appropriés.

MALAYSIA - NUTP

(a) Not at present. May be in the future as the teacher training college course is increased to 3 years. At the University of Malaya faculty of education 'development studies in education' is a compulsory subject.

(b) Nil.

NEW ZEALAND - NZEI

(a) Incidental only.

(b) As above.

NIGERIA - NUT

(a) Not really.

(b) To a little extent.

NORWAY - Norsk Laererlag

Pre-service and in-service teacher education programmes do not include specific courses on development education.

Development issues are included in a minor way in Humanities.

- Norsk Lektorlag

(a) Teacher training include topics of development education. There are occasional in-service courses dealing specifically with development education, and others where such issues are integrated in programmes with a wider scope.

(b) In most cases, development issues are included in programmes covering a wider range of topics.

PHILIPPINES - SMP

Please refer to Part I, question 4., and Part II, question 3, above.

REPUBLIC OF KOREA - KFEA

(a) Teacher education programmes include courses on development education such as School and Community and National Development and Education.

(b) Development issues are included in other courses to some extent.

SPAIN - FETE

No tenemos noticias.

SWEDEN - SFL + SL

The programmes centrally defined for teacher education in the form of outline time schedules do not include any special teaching items on the subject of development questions. The general principle, however, is that the content of teacher education must be geared to the content of the curricula for which teachers are being trained.

Local training programmes, on the other hand, may very well include special courses or teaching items relating to development questions.

It is also worth noting that teachers have to be trained to understand and make allowance for the special problems of immigrant pupils in Swedish schools. This is reflected, for example, in the following manner in all teacher education programmes (outline timetables) applying at teacher education establishments.

"The special characteristics of immigrant pupils with regard to language, culture and religion impose heavy demands on all school staff. The position of other ethnic, linguistic, cultural and religious minorities in school can also generate problems in school, and it is therefore essential that questions coming under this head be dealt with during basic teacher education."

INSET must have essentially the same goals and guidelines as basic teacher education.

For a number of years now, special attention has been devoted to the developing countries and their problems. Special courses have been arranged, for example, for civics teachers on the subject of international development. These courses have been held both abroad (in Tanzania, Egypt, Kenya, India etc.) and in Sweden itself. The Swedish Union of Teachers (SL) has been arranging courses on international subjects for teachers or trainee teachers ever since 1969, either under its own auspices or in association with the Swedish International Development Authority (SIDA). Arrangements for this summer, for example, include a course on the Equality of the Sexes and International Understanding (JIF) and a course on International Affairs. The first mentioned course is mainly intended for upper secondary school teachers and teachers at the senior level of elementary school and is being arranged by the NBE, while the second is being arranged by SL and SIDA and is intended for teachers at all levels of elementary school.

TRINIDAD AND TOBAGO - TTTU

(a) No.

(b) Not to any great extent except for Home Economics and allied courses.

UNITED STATES - NEA

Most preservice and inservice education programmes do not include specific courses in development education, but there is an effort being made now to include courses on international cooperation, interdependence, and international understanding, or to integrate these ideas into existing courses. It is doubtful whether specific courses on development education or education for the development of other countries will be included in teacher education courses. Teachers strongly object to courses that are not meaningful and effective for their own work in the classroom.

YUGOSLAVIA - VSSJ

Firstly, all pupils and students and especially students following teacher training courses at colleges and faculties, as well as others, have corresponding contents integrated within different subjects in the social sciences, and secondly, within the current and periodic specializations all teachers have compulsory topics of study in those fields. This means that a certain type of permanent education and specialist training are in existence.

7. (a) : *Do educational authorities consult with and welcome participation by the teacher organization(s) in drawing up development education programmes?*

(b) : *How is this consultation and participation carried out?*

(c) : *In the view of your organization, how can this consultation and participation be improved?*

7. (a) : *Les autorités responsables de l'éducation consultent-elles la ou les organisations d'enseignants lors de l'élaboration des programmes d'éducation en matière de développement et souhaitent-elles leur participation ?*

(b) : *Comment cette consultation et cette participation s'effectuent-elles ?*

(c) : *De l'avis de votre organisation, comment cette consultation et cette participation peuvent-elles être améliorées ?*

7. (a) : *¿Estimulan las autoridades docentes la participación de las organizaciones de ensenantes y la reciben con agrado al formular los programas de educación del desarrollo?*

(b) : *¿Cómo se efectúa la consulta y participación?*

(c) : *En opinión de su organización, ¿cómo podrían mejorarse ambas?*

BANGLADESH - BCTA

(a) Not necessarily.

(b) Depends on our pressure and negotiation with the government.

(c) As stated in 8. (c) below.

BRAZIL - CPB

The hierarchy implanted by the Brazilian system in the last decades has not stimulated this participation. The struggle of CPB through the years, however, is starting to show evident results :

- a greater class consciousness,
- a more effective participation of teachers in the Representative organizations, which gives them the possibility of making themselves heard by the teaching authorities,
- the formation of a committee in which both the Ministry of Education and the CPB are equally represented, for the elaboration of a national plan for increasing the teacher's value.

ENGLAND - AMMA

(a) and (b) Development education forms part of individual syllabuses. The teacher organizations are only consulted on the broad framework of the curriculum, not about the content of individual subjects. These may be influenced by subject associations to which many teachers belong, but the relationship here is formal, and could not be called consultation. The restrictions at present imposed on education because of financial cuts are causing difficulties for teachers who wish to start new courses, and development education may suffer here. Local Education Authorities have advisers, and one of these with an interest in development education does much to increase the interest in the area.

(c) Given the remit of teacher associations, there can be no grounds for an increase in direct participation, nor in consultation. As all teachers are involved in educating pupils to be aware of the world around them, our members generally wish to see their pupils educated about the problems of the world.

- NAFTHE

Generally, the initiative for setting up new education programmes is with the teachers.

- NUT

(a) Some authorities have encouraged teachers to draw up development education programmes by, for example, helping to finance a World Studies Centre.

(b) Consultation and participation on curriculum issues are left to teacher training institutions, teacher associations and individual groups of teachers. Advisers may encourage participation by arranging conferences, seminars and workshops.

(c) Teachers must be allowed more time to travel abroad and attend seminars, conferences and workshops. This would necessitate the employment of additional teachers to provide cover while teachers attend these activities.

FIJI - FTU

(a) Yes.

(b) Through meetings, seminars and discussions, e.g. Joint Consultation Committee.

(c) The consultation is working well.

FINLAND - OAJ

Consultations have not been made, because it is known that the issue does not belong to the definite objectives of the organization.

GERMANY - DL

(a) To a small extent.

(b) In occasional discussions, mostly about the contents of curricula.

(c) In some parts of the Federal Republic of Germany, teachers and their organizations try to influence the development of curricula; the authorities should take part in these deliberation.

GHANA - GNAT

(a) Yes.

(b) Ad-hoc consultations and representations by GNAT.

(c) The need for permanent institutional framework for participation at all levels. GNAT will have to strengthen its resources in terms of personnel data and communication.

INDIA - AIFEA

(a) No.

(c) By government securing the active participation of teachers through this organization.

IVORY COAST - SNEPPCI

Les organisations d'enseignants sont étroitement associées lors de l'élaboration des programmes d'éducation en matière de développement. Les enseignants prennent une part active aux séances de travail relatives à la conception ainsi qu'à l'animation des programmes dans les domaines de leur compétence.

JAPAN - JEA

Development education programmes are usually drawn up by governmental and non-governmental organizations in accordance with the recommendations of the advisory councils to various government agencies concerned, and educators are given opportunities to express their views as members of such advisory councils. Such representation, however, is not sufficient with emphasis put on the teaching of subjects in school. Teachers must be well versed in the subject before they can make effective representation with regard to development education programmes. The first step to be taken by the organizations affiliated with JEA is, therefore, to arouse the consciousness of teachers so that they can seek consultation and participation at national and local levels.

- JTU

(a) We think educational authorities will not consult with and welcome participation by the teacher organizations. Nevertheless, we will demand consultation and participation.

LEBANON - SEEP

(a) et (b) Voix consultative.

(c) Voix exécutive.

MALAYSIA - NUTP

(a) The educational authorities neither consult nor welcome participation by teacher organizations in drawing up development education programmes. Requests for representation at various educational committees and bodies have not brought any response from the authorities.

(b) None.

(c) By giving us representation in the various committees and consultative and advisory bodies and also inviting us to present our views on any particular aspect of education programmes.

NEW ZEALAND - NZEI

(a) The institute is usually consulted by the Department of Education on the preparation of resources for use in schools.

(b) Project committees are set up by the Department of Education to prepare resources to support the syllabus requirements. The project committees consist of departmental officers, a representative of the institute and selected teachers.

NIGERIA - NUT

(a) Not specifically on this subject.

(b) Consultation and participation are carried out in educational programmes in meetings.

(c) Consultation should not be an end in itself but implementation should also be done with Teachers' Association.

NORWAY - Norsk Laererlag

There are no specific development education programmes.

- Norsk Lektorlag

(a) Yes, normally they do.

(b) Representatives of our organization are appointed to committees or boards (governing or advisory) dealing with development issues.

(c) There is always room for improvements, and the organization is working towards gaining greater influence by actively participating in the work of established committees and gaining access to new ones.

REPUBLIC OF KOREA - KFEA

(a) The educational authorities consult with teacher's organizations only to a limited extent.

(b) The KFEA does not have any official channel through which it can participate in the planning process but it maintains regular communication with the educational authorities and consults with them about development education programmes.

(c) By establishing regular consultation machinery between the education authorities and the teacher's organizations.

SPAIN - FETE

No hay estímulo por parte de las autoridades docentes para la participación de las organizaciones de ensenantes - en posibles programas de educación del desarrollo.

SWEDEN - SFL + SL

The manner in which the teachers' associations participate in educational planning has been described in point 8, Part I.

TRINIDAD AND TOBAGO - TTTU

(a) In very limited areas.

(b) Where this is done, the Teachers' Union may be invited to send representatives to the discussion of the programmes and also to air the views of the Union.

(c) Where a major change or innovation in the matter of policy is to be carried on, the organization should be asked to share in the preliminary drawing up of plans.

YUGOSLAVIA - VSSJ

(a) Committees belonging to Educational Councils and other bodies which adopt programmes acknowledge remarks and proposals submitted by teachers in connection with the selection of educational programmes and materials significant for all types of education. They also discuss proposals and comments on the plans of educational development in our country.

(b) Comments and proposals are offered directly during the public debate meetings, are then handed back to the initiators and are also sent through delegates employed in schools (teachers etc.) to the corresponding Assemblies of socio-political communities and Self-Managing Communities of Interest for Education.

(c) In most cases the decisions as to what has been accepted and the reasons for their acceptance are made public, but that is not the case always (due to short notice given). This situation can be improved. Greater participation on behalf of the teachers can be achieved as well in the design of plans and programmes (along with all those problems,

more time and financial means are required for this).

(d) The debates are relatively intensive, opposing views are confronted frequently. Difficulties in achieving consensus arise as well. Sometimes, on the other hand, discussions are restricted only to the formulation of questions.

8. *Does your organization have programmes to actively encourage development education through:*

(a) : representations to educational authorities at national, provincial, district or school level?

(b) : contact with those working on curriculum design and in pre-service and in-service teacher education?

(c) : public declarations and use of the mass media?

(d) : promotion of discussion amongst the membership? (through journals, seminars etc.)

8. *Votre organisation a-t-elle des programmes destinés à encourager activement l'éducation en matière de développement par :*

(a) : des représentations adressées aux autorités de l'éducation aux niveaux de la nation, de la province, du district ou de l'école ?

(b) : des contacts avec ceux qui s'occupent de l'établissement des programmes d'étude et de la formation initiale et en cours d'emploi des enseignants ?

(c) : des déclarations publiques et l'utilisation des mass media ?

(d) : l'encouragement de la discussion entre les membres (au moyen de périodiques, de séminaires, etc.) ?

8. *¿Cuenta esa organización con programas para alentar activamente la educacion del desarrollo, por medio de*

(a) : representaciones ante las autoridades docentes en el plano local, provincial o nacional o a nivel escolar?

(b) : contactos con quienes preparan los programas de curso de formación del maestro antes del ejercicio y en el ejercicio?

(c) : declaraciones públicas y empleo de los medios de difusión?

(d) : el fomento de la discusión entre los afiliados? (por medio de publicaciones, seminarios, etc.)

BANGLADESH - BCTA

(a) We have no scope or avenue to co-operate with the government in this regard.

(b) No.

(c) Generally we can use the newspapers and in respect of radio and television this scope is very limited.

(d) Yes. Through our bulletins, publications and holding of seminars, workshops, conference.

BELIZE - BNTU

(a), (b), (c) and (d) Yes, but not effectively.

BRAZIL - CPB

(a) Through its Board that includes the Presidents of all the affiliated organizations, CPB elaborated the Plan of Action before the authorities, and the Assembly of Delegates decides which strategy is to be adopted.

(b) CPB carries into effect a National Congress of Teachers annually, whose themes concern the problem of development in the context of the conditions in which the Brazilian people live. The resolutions emanating from these Congresses are sent to all the States and proposed to their respective education systems.

(c) The press and other media have been widely covering the movements brought about by CPB, culminating in 1979 in the claiming movement, on a national level, for better living and working conditions, as factors of development.

(d) CPB is now about to implement a Project, on a national level, the fundamental objective of which is to lead teachers in the whole country to the discussion of the Theme of WCOTP's XXVIII Assembly of Delegates in the context of the Brazilian reality as it is experienced by teachers.

CANADA - CTF

The Canadian Teachers' Federation strongly encourages teachers who have participated in its international development assistance programme to familiarize themselves with sources of information and to make efforts in their respective jurisdictions to promote interest in development education. Many of them have played an effective leadership role in this respect.

ENGLAND - AMMA

As has been explained, our Association is not, and cannot be, directly involved in promoting development education. We consult our members and report back fully on the discussions which take place in WCOTP and hope by this means to inform our members about the international education problems, within which the problems of the developing countries are made known.

- NATFHE

(a) The Association is involved with a number of bodies including the Schools Council, the Council for National Academic Awards, and the

appropriate Subject Committee of other examining or validating bodies, all of whom have some involvement with development education. The direct involvement of the local education authorities who are the main providers of educational services is very limited.

(b) The Association members teaching on teacher education programmes will be directly involved in curriculum design.

(c) The Association may be involved from time to time in general statements on development education, for example through its affiliation of the TUC.

(d) The Association's Journal occasionally contains articles on aid and development issues. The Association has mounted a number of Conferences on educational disadvantage and multi-cultural education in conjunction with the Centre for Educational Disadvantaged and the Commission for Racial Equality, but these are primarily oriented to domestic education.

ENGLAND - NUT

(a), (b) and (c) The Union has extensive contacts, and representatives meet authorities and organizations on all these levels.

(d) Some space in the Union journal is devoted to development education and related issues.

FIJI - FTU

(a), (b), (c) and (d) Yes.

FINLAND - OAJ

It does not belong to the explicit objectives of our organization.

GERMANY - DL

(a) Since education is a matter of the 'Länder', the sub-organizations of DL have to discuss their opinions and aims with the authorities of the 'Länder'.

(b) Those in membership of DL know DL policies from the publications.

(c) Press-releases and press-conferences are used to make the views of DL public.

(d) Special articles, suggestions and plans drawn up by individual members are spread by journals of member organizations.

GHANA - GNAT

(a), (b), (c) and (d) Yes.

JAPAN - JEA

Unfortunately our reply to this question is negative. The maximum we can do under the current organizational structure and financial conditions of our organization is to inform the members about the World Assembly and regional meetings of WCOTP through the journal and to publish an annual report.

- JTU

(a), (b) and (c) No.

(d) JTU proposed to promote international solidarity in education in the above-mentioned "How to Reform Japan's Education". JTU has held the National Assembly for Educational Research every year for almost 30 years to promote educational research activities on peace and disarmament and on international solidarity in education.

LEBANON - SEEP

(a), (b) et (c) Certainement.

(d) Notre organisation utilise ces moyens.

MALAYSIA - NUTP

(a) This is not traditional in Malaysia. No teacher organizations is given representation to educational authorities at any level.

(b) Contact if any is on an unofficial basis and has not much effect in presenting our views.

(c) No.

(d) Yes. This is done through newsletters, circulars, seminars and discussions.

NEW ZEALAND - NZEI

The Institute is represented on UNESCO and CORSO.

NIGERIA - NUT

(a) Yes, we do at all levels.

(b) We have contact with these on curriculum development but no reasonable impact is yet made. We are in partnership with those concerned with pre-service and in-service teacher education.

(c) No.

(d) Yes, we do a lot of this in our organization.

NORWAY - Norsk Laererlag

Norsk Laererlag plans to give more systematic information through our journal to promote discussion among our members about development

education. For the rest of the areas mentioned (8a, 8b and 8c) we have no programmes for the time being.

NORWAY - Norsk Lektorlag

Our organization has so far made no official statement of its policy concerning direct engagement in development education. The issue has however been discussed at national and regional level, and the general idea of development education accepted as part of the educational work in which we are involved, locally, regionally and nationally.

The organization is represented at the national advisory boards of UNESCO and of NORAD (Norwegian Development Aid Agency), and several of our teachers are actively working in regional and local committees concerned with development aid programmes.

As a result of discussions at a national assembly in 1968, the organization appointed a committee for international relations, which has worked to strenghten ties with organizations, schools and teachers abroad and to promote international understanding, also through development education and by encouraging development aid projects. As our organization include members with widely different political views, it is difficult to reach a general agreement on what priority should be given to development education as compared to other areas of interest.

The present international relations committee include members who are directly working in the areas of teacher training and curriculum development, and who are also engaged in other international organizations, e.g. United World Colleges.

PHILIPPINES - SMP

(a) Yes. The SMP has produced a Concept Paper on a Pilot School for the Out-of-School Urban Youth and hopefully its implementation this year.

(b) Yes. SMP in its programme for Teacher Center will unite these contracts to compose the Teacher Center Policy Board.

(c) None, so far.

(d) Yes, through seminars.

REPUBLIC OF KOREA - KFEA

(a) At the national level the KFEA represents the teaching profession to the Government and at the local levels the provincial education associations maintain some representative status with the provincial governments.

(b) The KFEA does not have a direct contact with the curriculum authorities but it conducts regular research works on curricular design and pre-service and in-service teacher education, the result of which

are indirectly reflected in the curricular design.

(c) They are one of the most important means the KFEA utilizes for the promotion of education for development.

(d) The KFEA encourages discussions on development education at the Assembly of Delegates, Board of Directors meetings, Educational Forum meetings, seminars and various meetings sponsored by the KFEA. We also promote discussions amongst membership through the New Education journal, and the Saehan Education Weekly published by the KFEA.

SWITZERLAND - SLV

We repeat that our association's opinion is that we certainly could do a lot more, but that development in itself must be introduced into school as an offer to the teacher and not as a compulsory subject. Surely, we have not at all exhausted all the possibilities to make every teacher see the necessity of the problem: e.g. more publicity in our journal, introducing the theme in teacher training courses or offering it as supplementary training.

TRINIDAD AND TOBAGO - TTTU

(a) Yes.

(b) Yes. The Union is represented on the Board of Teacher Training, but there is not at the moment much consultation on the curriculum design.

(c) and (d) Yes.

UNITED STATES - NEA

The NEA, through its publications and through seminars and workshops and through its various activities, does promote the idea of interdependence, co-operation, and international understanding.

YUGOSLAVIA - VSSJ

The Trade Union is very active in the process of designing educational policy so that it will in turn correspond to the needs and especially - as it is customarily said in our country - to be suited to the present and to the longterm requirements of Associated Labour and of the whole community. The representatives of the Trade Union participate in the work of some commissions for the adoption of educational programmes, as well as in the joint commissions for the professional advancement of teachers. These representatives participate through their delegates in the Assemblies of the Republics and Provinces in the decision-making process. There is a proposal which is also supported by the Trade Unions, stating that delegates from socio-political organizations, including the CTUY should be represented in all the various forms of self-management decision-making.

The Trade Union Organization publicly, proclaims its positions, both through the public press and through its own newspapers.

9. *What does your organization believe to be its role in working with fraternal organizations and aiding the development of education in developing countries?*

9. *Quel rôle votre organisation estime-t-elle être le sien en collaborant avec des organisations fraternelles et en aidant à développer l'éducation dans les pays en développement ?*

9. *¿Qué papel cree su organización que tiene al trabajar con organizaciones fraternas y ayudar al desarrollo de la educación en los países en desarrollo?*

BANGLADESH - BCTA

One of the aims of BCTA is to develop international friendship and understanding. We are sincerely trying to cooperate with our fellow organizations in developing countries to see that our system of education and the professional and trade union interests of persons in the teaching profession are improved in a harmonious way. Now that we are a new republic, so we believe, BCTA can gain a lot maintaining close and constant correspondence with other countries particularly of developing ones with whom we have similiarities of colonial suffering.

BRAZIL - CPB

A decisive role in terms of:

- uniting efforts,
- promoting the exchange of ideas and resolutions amongst organizations, respecting pluralism within unity,
- stimulating class consciousness and the consequent participation in the representative organizations,
- carrying on the task of developing, among the teaching staff, a critical vision of reality by a constant analysis of the existing social problems, contradictions and conflicts,
- assuming the place incumbent on the Organization in decision taking concerning educational policy and, consequently, in the quest of solutions to detected problems and conflicts arising from a basic education,
- criticizing the development models which do not respect social justice.

ENGLAND - AMMA

We wish to get to know the problems of other countries, and of their teachers. We would hope that our support and advice could be of assistance to them in improving their position.

- NATFHE

The main international activity of the Association is channelled through the International Relations Panel, and its affiliation to the TUC and the WCOTP.

ENGLAND - NUT

The Union is ready to work with fraternal organizations giving technical aid and assistance, advice and support where necessary.

FIJI - FTU

(i) Encouraging exchange of ideas through regional and international meetings.

(ii) Fostering exchange of personnel.

(iii) Requesting aid from developed areas.

FINLAND - OAJ

Our task is, in bounds of the work of WCOTP and other international cooperation of teachers, to offer expert advice and aid in questions of education and instruction.

GERMANY - DL

Learning about special problems. Showing ways to financial aids for specific programmes. Providing some know-how if asked and if available.

GHANA - GNAT

The GNAT believes that development of education should be the central core of curricula and this is particularly relevant to developing countries which are seeking to establish their own identity to improve their living conditions and make an impact on the international scene. These factors are common to all developing countries and therefore GNAT should work together with teachers organizations in other developing countries to promote the concept. GNAT therefore suggests that an international seminar on the subject be seriously taken into consideration.

INDIA - AIFEA

It can play a positive role.

IVORY COAST - SNEPPCI

En vue d'aider à développer l'éducation, le SNEPPCI entretient des relations d'amitié et de coopération avec les organisations fraternelles d'enseignants, avec les autres syndicats nationaux, avec des organisations internationales qui partagent le même idéal. Pour ce faire le SNEPPCI apporte sa contribution au Gouvernement et aux organisations bénévoles. Les enseignants remplissent la fonction de conseillers auprès des associations des parents d'élèves.

JAPAN - JEA

It will be possible for us to contribute to the development of education in developing countries through the promotion of mutual visits between fraternal organizations or by the dispatch of consultants on such subjects as physical education and music, which

are subject to less linguistic restrictions than others. Within the country it will be important to strengthen our representation, advisory and cooperative activities toward the National Commission for UNESCO and other government agencies concerned. We also realize the necessity of expanding our organization and reinforcing our financial foundation so that we could assume a greater and more important role in the future through the cooperation with other member organizations of WCOTP, especially in the Asian region.

JAPAN - JTU

Recognizing the importance of working with fraternal organizations and aiding the development of education in developing countries, JTU has set up Special Fund for International Exchange.

Consulting with WCOTP and other friendly organizations, JTU will continue as much as possible such co-operative activities in this field as distribution of handbills, assistance to foreign students, fund-raising campaigns for sending teaching materials and tools and for various assistances to children in refugee camps.

LEBANON - SEEP

Collaboration étroite, surtout avec les organisations enseignantes de France et du Canada.

MALAYSIA - NUTP

As we are a developing country itself we require the assistance from developed countries towards the development of education.

NEW ZEALAND - NZEI

The Institute is closely involved with teacher organizations in the Pacific Basin. Recent involvement includes:

(a) PEACESAT: Satellite communication with other teacher organizations on a wide range of topics including Education of the handicapped, Teaching of English as a second language, etc.

(b) Teacher exchange with Western Samoa - organized and administered by the Institute.

(c) Financial and administrative support for the Cook Islands Teachers Institute.

NIGERIA - NUT

We render moral and financial assistance to weaker organizations in developing countries. We also encourage the existence of forum of discussions at seminars.

NORWAY - Norsk Laererlag

Norsk Laererlag will canalize its work with fraternal organizations through WCOTP. We will aid the development of education in developing countries by supporting training seminars for teachers both financially and by sending resource persons to take an active part in these seminars.

NORWAY - Norsk Lektorlag

The organization is open to suggestions of strengthening its ties with fraternal organizations in other countries. Several of our members are or have been active teachers or advisers in developing countries, and we believe there is a potential for increased activity in various fields, at home and abroad.

PHILIPPINES - SMP

It believes in providing the necessary linkages for the delivery of education for development.

REPUBLIC OF KOREA - KFEA

We believe that assistance and service experience should be exchanged with teacher's organizations in other countries. Links with fraternal organizations should be strengthened through the exchange of work and service experience.

REPUBLIC OF SOUTH AFRICA - ATASA

Discussion and devising programmes of action.

SPAIN - FETE

El papel de ayudar precisamente a ese desarrollo.

SWEDEN - SFL + SL

The Organizations share the opinion that Education is a very vital and central element for a positive development in the countries of the third world. A good standard of a country's education has a great importance for developing of a democracy, as well as for a good economy, and further from the aspects of allocating the society's supply of resources.

The Teachers' organizations in these countries can play a very important role, as the teachers have a key position when it comes to stimulate and encourage a development as mentioned above. Our organizations' view is that via an active participation we can give the Teachers' Unions possibilities to work as per above outlined schedule for the benefit of a peaceful and progressive future for the countries concerned.

We find it to be a very urgent and important task for the Teachers' Unions of the industrialized world to actively support and aid an achievement with the purpose to forward the pedagogic development in the developing countries.

SWITZERLAND - SLV

The Swiss Teachers' Federation has been itself involved in a development project for more than ten years. Together with the "Société pédagogique de la Suisse romande" we organize updating courses for African teachers in Cameroon, Mali and Zaire. Six to eight Swiss teachers for each course from the staff. The knowledge and experience

they gather during their stay of about five to six weeks allow them later on to be a "multiplicator" of a better understanding of the needs of developing countries. In relation to the big projects in the technical field our pedagogical help is small. But we are convinced that international understanding can only be realized by having human contact and by adding one to another you obtain a sum.

If Switzerland is not ranging among the countries that allot a great share of their national income to the developing countries it is because the contributions of the cantonal governments and those of private institutions are then not added to the payment of the federal government.

TRINIDAD AND TOBAGO - TTTU

The Trinidad and Tobago Teachers' Union is allied to many international Teacher Organizations, and follows closely all programmes and activities designed to improve education, its role and the progress of teachers among teacher organization throughout the world.

UNITED STATES - NEA

The NEA believes that it must work with teacher organizations in other parts of the world and to participate in development programmes with these organizations when requested and when possible.

YUGOSLAVIA - VSSJ

Our Trade Union cooperates with some trade union organizations in the developing countries, either directly or through WCOTP, UNESCO and other international organizations. A number of propositions for cooperation come through the mediation of the Federal Committee for International Cultural, Scientific and Technical Cooperation of Yugoslavia. It would be useful if the exchange of information could be improved, as well as the documentary processing of problems of other countries, the exchange of programmes, textbooks and delegations. In that sense, it would be imperative to exert some influence on the government delegations attending the International Conference on Education in Geneva to help with the wider circulation of data on developing countries and their educational systems, either through joint or separate publications.

PART III : *Education about international development issues*

Suggestions and comments on the following issues would be appreciated:

1. *Teaching about the causes of poverty and the gross economic inquities which exist in the world, in a way which avoids simplistic or biased explanations but encourage students to think critically.*

PARTIE III : *L'éducation concernant les questions de développement international*

Nous vous saurions gré de nous communiquer vos suggestions et observations concernant les points ci-après:

1. *L'enseignement des causes de la pauvreté et des grandes inégalités économiques qui existent dans le monde, d'une façon qui évite les explications simplistes ou partiales, mais encourage les étudiants à réfléchir dans un esprit critique.*

PARTE III : *Educación sobre questiones de desarrollo internacional*

Agradeceremos toda sugerencia o comentario sobre los puntos siguientes:

1. *La ensenanza sobre las causas de la pobreza y de las grandes desigualdades económicas del mundo actual, de manera que se evite la simplificación o las explicaciones subjetivas y se estimula, en cambio, a los estudiantes a pensar con carácter crítico.*

BANGLADESH - BCTA

In higher stage of learning, topics mentioned above are included in subjects e.g. Sociology, Social Welfare, Economics, Political Science. Exploitation of resources and untapped natural resources of developing countries by colonial forces or new-imperialists, socio-economic imbalance between nations because of unbalanced balance of trade and payment, effects of unplanned population on the economy, gap of per capita income between people of nations, wide scale of illiteracy, and in our country law of inheritance, sub-division and fragmentation of lands are basic causes of poverty and development of society in a balanced manner.

BRAZIL - CPB

The stimulus and creation of a critical awareness in students should be one of the major objectives of education and the great task of teachers. The causes of poverty, economic inequality, disparities of income distribution, should be openly debated and critically analysed as relations of cause and effect. It is thus essential to create a climate of freedom in which the teacher may present an unlimited number of questions to his students, leaving the student free to come to his own conclusions, with the consequent creation of free and critical thought.

CANADA - CTF

The topics listed in questions 1 to 5 provide an admirable agendy for the reform of curriculum in history, geography and economics. It would be unrealistic to imagine that more than a minority of students would have the opportunity to study the specifics of these topics in depth and with real comprehension during the period of elementary and secondary schooling. It is all the more ncessary, therefore, that efforts be concentrated on the way in which the teaching of the social studies is approached, with particular reference to the creation of a global perspective. It is important that the greatest possible use be made of well-designed audio-visual aids, and of opportunities for children to meet and question people from other lands and other cultures.

It is impossible to separate this from the problem of values in education. To consider the question of development is to raise the deeper question of the goal of development. Is it to make people the servants of their creations, with a life style dominated by their machines? Is it to create concentrations of wealth, at the price of a general increase in misery? Or is it to lighten the burden of work on the general population, increase leisure time and promote the possibility of a fuller, more rewarding experience of life for as many people as possible?

ENGLAND - AMMA

In-depth study and understanding of the economic inequalities require a maturity in students, and therefore cannot be undertaken before age 15 or 16. At this stage it can be approached through many disciplines, including history, geography, economics, general studies and others. It is essential that the teacher has a full knowledge of the issues so that he can guide his pupils through the complexities, identify biases accounts, and avoid facile explanations. Students are encouraged at this age to think for themselves, to examine 'facts' put before them to see if they are true, and to discuss both among themselves and with those who have greater knowledge. This will form a sound basis on which they can build their knowledge of the world problems throughout life. World events can be absorbed into the study whenever possible, so that students see how their basic knowledge is related to events taking place, and so extend their knowledge. It is essential that students are taught about these subjects by a teacher who is a specialist. Diffuse, misguided discussions may damage students' understanding.

- NATFHE

These questions are extremely open-ended and would require different answers depending on individual countries' circumstances and the needs of particular student groups. However, it is clear that the economic problems of the Third World have no simple solutions and that educational approaches must involve an interdisciplinary approach. Some of the answers to the longer term questions may lie within the scope of action of the Brandt Report on relations between the developed and developing nations.

ENGLAND - NUT

The following comments relate to questions 1, 2, 4 and 5.

(a) Cheap easily available first hand material (i.e. descriptions, comments and letters written by people living in the areas of concern) have more impact on students than the most carefully constructed text-books.

(b) It is all too easy to focus on teaching centred around immediately visible local or national problems. Teachers should endeavour to promote an understanding of the interaction of states in the political, legislative, strategic and economic world arena.

FIJI - FTU

Discourage elite schools. Abolish the payment of school fees to provide 10 years of education to every child. Compel every child to go to school for 10 years. Provide equal opportunities to students by providing uniforms, equipment, textbooks and other educational materials needed in schools.

FINLAND - OAJ

The objective of the Finnish school system is to raise the pupils to broadmindedness, a critical sense and to teach them to avoid simplifications.

GERMANY - DL

All information given to pupils about the social and economic inequalities in the world must be unbiased and based on objective sources. Biased opinions uttered by both sides must be brought into correlation and should be used to critical and independent thinking of the pupils.

GHANA - GNAT

The study of causes of poverty should be an essential part of curricula. Various questions should be considered in designing a curriculum about the worth of nations and inequalities about distribution of wealth among countries. For example the concept of developing nation vis-à-vis developed nation could be investigated. An attempt to find the characteristics of both developed and developing nations should be made and the potentialities of developing areas should be weighted against the potentialities of the developed ones in order to establish some relationship between economic development, area distribution or resources, the flow of capital and exploitation of natural resources.

INDIA - AIFEA

This is very desirable and will yield good results.

IVORY COAST - SNEPPCI

Baser sur l'enseignement sur les grands principes de l'équilibre mondial, sur l'étude critique des conventions, le respect des droits de l'homme, l'écart entre les pays développés et les paxs pauvres. Encourager les échanges entre les jeunes de tous pays et nations, organiser la lutte contre la faim, combattre la misère sous toutes ses formes.

JAMAICA - JTA

Knowledge of all these issues is essential for the all-round education of the student today. Because most of them are highly charge emotionally and the subject of intense propaganda, essential yet objective handling is vital both in the interest of professionalism for the teacher and the development of critical awareness in the student.

The main obstacle is that many teachers themselves lack this critical approach especially since they are not au fait with the facts. Teacher education in these areas is therefore necessary to equip them with the task of helping student to be objective, critical and constructive.

Discussions, seminars, research projects in which all available material is used (pamphlets books, films) together with the inter change of ideas and points of view with resource personnels (government, embassies, universities, international agencies) would be invaluable to teacher and students alike.

Inter disciplinary studies - social studies - history-geography - political science - sociology - inter alia may be used; or special classes may be set aside for airing these issues, e.g, Man in Society, Man and Development, Current Affairs; the name is immaterial, the content and approach all important.

Direct contact between student and teacher through twinning of schools; correspondence between individuals in developed and developing countries and between ethnic groups can bring understanding and appreciation no teaching can.

JAPAN - JEA

The Constitution of Japan states: "We, the Japanese people, desire peace for all time and are deeply conscious of the high ideals controlling human relationships, and we have determined to preserve our security and existence, trusting in the justice and faith of the peace-loving peoples of the world. We desire to occupy an honored place in an international society striving for the preservation of peace, and the banishment of tyranny and slavery, oppression and intolerance for all time from the earth. We recognize that all peoples of the world have the right to live in peace, free from fear and want." Herein lies the foundation for the fundamental policy of Japan as a peace-loving nation. Examinations of the causes of economic inequities in the forum of the United Nations are not yet

adequate, and we must teach our students about the significance of the special session of the U.N. General Assembly to discuss international economic issues scheduled to be convened in August - September 1980. The problem of economic inequities should, we believe, be considered from the international and regional points of view in school curricula with special attention paid to their causes, progress, and concrete counter-measures.

JAPAN - JTU

We think that this is one of the most important problems. However, under the governmental control over curriculum such a teaching has not been made satisfactorily. Importance in teaching on poverty is attached not on scientific and critical study of the cause of poverty and the gross economic inequities but on transmittance of knowledges. It is most important to make students learn about historical development of imperialism and neo-colonialism, in particular, of the fact of aggressive war, dispossession and exploitation in Korea and in China, and to learn about how independent economic development of other peoples was prevented.

LEBANON - SEEP

Information: Conférences dans les écoles-facultés - Expositions - Films - Télévision - Vidéo - Concours.

En général, les mass media avec table ronde et intervention du public.

MALAYSIA - NUTP

This would be useful but teaching about such complex social problems requires thorough preparation of teachers. Also in multi-racial country there can be very sensitive issues involved. Also this should not lead to a negative approach such as: 'Developing nations have always been exploited and the affluent countries owe us a living'. The 'work ethic' needs to be brought in to inject realism but this may be embarassing. Poverty is often due to a poor attitude to work.

NEW ZEALAND - NZEI

At the primary school level these topics are not part of the Social Studies syllabus although in relationship to the specific topics noted above teachers at their discretion may include the subject in the class programme. This is usually done as an incidental part of the main stream Social Studies programme.

NIGERIA - NUT

Much has not been realistically explored in this area particularly in lower classes but students in the upper classes in secondary schools and other higher institutions of learning are quite aware of the causes of poverty and the gross economic inequalities.

NORWAY - Norsk Laererlag

For many reasons it is not unnatural that people in developed countries come up with simplistic, rationalising explanations of the causes of poverty and economic inquities. The problems are not theirs and to solve them will reduce their wealth. Besides, it is not an easy task to admit that one's own welfare more or less is a result of other peoples poverty. Nevertheless it is a must that they are taught that these problems are a matter of life and death for the greater part of the world's population, and that so simple solution can be pointed out. The explanations as they are seen by the people in the developing countries differ from the ones seen from the point of view in the developed countries. All explanations must be presented in schools as objective ones. Schools must aim at inculcating in pupils basic values such as truthfulness, honesty, justice, loyalty and love of one's fellow human beings, so that these values will be decisive in forming the child's attitude to life.

- Norsk Lektorlag

(General comment on Part III)

In this part, our suggestions and comments will concentrate mainly upon the teaching situation at the secondary education level. It is assumed that development education is not to be studied as a separate subject, but form an integral part of the syllabi in subjects such as: Social studies (geography, contemporary history, economics, civics, religion), Natural science (biology, chemistry, geology, geophysics), Health science, Agriculture, Technical studies, Commercial studies, Home economics, Handicrafts, Applied mathematics.

Topics to be dealt with as special projects or as part of more general projects may be:

- In social studies: Environment study, population problems, urbanization, industrial development, distribution of property, educational systems.

- In natural science: Ecological balance, water supply, soil formation, use and conservation, energy resources, domestic animals, products of agriculture, mining and industry.

- In commercial studies: Trade developments, export/import to and from selected countries, transport and communication, marketing, mechanisation, price mechanisms, raw materials and industrial products.

- In health studies: The human body, similarities and differences, hygiene of body and mind, diseases, causes and cures, precautions.

- In handicrafts: Traditional tools and products, their development, exchange of experiences. Methods and patterns.

- In art: Cultural development within a country, cultural exchange in drama, painting, sculpture, music.

PHILIPPINES - SMP

The utilization of the case study method with the critical analysis of the problem(s) from the academic point of view avoiding the comparative approach. Causes and effects and solutions should be discussed in their international perspectives in spite of the invariably local nature of the problem.

REPUBLIC OF KOREA - KFEA

First we must clearly define what is the kind of development which is relevant to the needs of people based on the philosophy of development, and teach the youth about the economic inquities with critical viewpoints. If we confine ourselves to teaching economic indicators and phenomena of development itself we are liable to ignore the negative aspects of development.

SCOTLAND - EIS

In the case of the developed countries, it is not for the teachers' unions to presume to tell their members how to teach "about the causes of poverty and the gross economic inequities which exist in the world, in a way which avoids simplistic or biased explanations and encourages students to think critically"; or how to teach "such concepts as dependence, inter-dependence and The New international Economic Order" (whatever that may be) "relating them to the everyday experience of the students"; or how to link "'education for development' and 'development education' to multi-cultural education and to education on such universal concerns as peace and disarmament, the environment and human rights"; or to any of the other things to which WCOTP refers in Part III of its questionnaire.

SPAIN - FETE

Creemos necesario ayudar a los estudiantes a pensar con carácter crítico y a profundizar en el estudio de las causas de la pobreza y la desigualdad económica del mundo actual.

SRI LANKA - ACUT

Presentation to students of the pathetic poverty existing in the world as against the wealth of other areas should be considered essential. The fact that poverty could be erased should receive emphasis.

The disparities and economic inequities as causes of poverty - distribution of wealth and food.

Biased view to be avoided by presenting opposing view for critical study by students.

SWEDEN - SFL + SL

Instruction both in elementary school and in upper secondary school concerning international affairs and development education must contribute, together with the teaching of other subjects, towards the attainment of school objectives regarding education and development.

"Schools must develop in their pupils such qualities as are capable of sustaining and strengthening the democratic principles of tolerance, partnership and equality of rights between human beings. To inspire respect for truth and justice, for human dignity, for the inviolability of human life and, accordingly, for the right to personal integrity...

Schools must endeavour to lay the foundations of solidarity with disadvantaged groups within this country and abroad. They must also actively work for the inclusion of immigrants in our national community, and they must inculcate a disposition to seek for peaceful settlements of conflicts."

The curricula lay down that schools, acting with reference to the children's everyday experience, must inculcate an appreciation of the great problems of survival which the world has to face. Everybody must be made aware of the importance of conserving the earth's resources of energy, water, timber and cultivable land, and also of the crises which can threaten the world community as a result of overpopulation, enemployment and widening gaps between rich and poor countries. This requires a global mentality on the pupils' part concerning the major issues of peace, disarmament, the earth's resources and equality of human rights, which in turn requires knowledge concerning other countires and their conditions.

SWITZERLAND - SLV

(1 to 5). International development issues in that form certainly offer opportunities to be discussed with older pupils in secondary or vocational schools. Lessons in history or politics can be used for that purpose. Again - and on this school level even more so - it is up to the teacher if and how he is going to approach this subject. There is for instance an institution called "Youth and economics" which periodically provides information and instructive material. Our organisation is linked with it by delegating a representative into their executive committee and - what is also very important to us - by publishing all the "output" exclusively in our weekly journal Schweizerische Lehrerzeitung.

TRINIDAD & TOBAGO - TTTU

This issue may profitable be taught by first examining the economic and social structure of a country related to the political system as it develped. From here the method may be applied to various countries noting similarities and dissimilarities. Topics for teaching may include: (a) The control or lack of control of the physical environment. (b) The part played by the physical conditions in excluding groups of people from the exchange of knowledge and skills which improve the conditions of life. (c) Political and social systems which favoured some groups or nations to direct their economic power into areas exploited for the benefit of the superior system and the perpetuation of the resulting inequalities.

UNITED STATE - NEA

The teaching about the causes of poverty and the gross economic inequities in the world might be accomplished through social studies

programs and as components of courses in higher education. Students must be taught to think critically and U.S. schools have tried to do this for a long time. Materials for this purpose are available from the United Nations and from the United Nations Association. The teaching about the causes of poverty and gross economic inequities cannot be divorced from the teaching of international cooperation, interdependence and a strong sense of the civil and human rights of all individuals. The concepts of interdependence, and the new international economic order can be part of the curriculum at all levels, but it would be practically impossible to have these as independent and separate courses.

YUGOSLAVIA VSSJ

Apart from the knowledge derived from books, poverty can usually be seen in its actual manifestations. It seems that in the more developed countries it is often coupled with forms of negative behaviour, some specific forms of behavior of the members of ethnic groups and so on. The real causes of poverty and consequently of different modes of behaviour are consequences of the traditionally created and widening social inequalities which can be of a class and social or religious nature. A significant role in explaining the causes of these problems is played not only by political literature but also in an important way by works of art in the field of literature, cinema, theatre and television. They show a common attitude which stimulates creative thoughts and contributes to the development of a corresponding feeling of understanding and solidarity with the impoverished. In our country as well as in other countries the active political struggle of youth to introduce new relations is also important, as well as their active participation in the self-management decision making process along with socially useful work in the environment aimed at more rapid development, participation in health and social programmes, in activities of collecting financial and other means aimed at offering aid to peoples in many countries that are exposed to poverty, hunger, disease, political repression and unemployment.

2. *Teaching about such concepts as dependance, interdependance and the New International Economic Order, relating them to the everyday experience of the students*

2. *L'enseignement de concepts tels que la dépendance, l'interdépendance et le Nouvel ordre économique international, en les rapprochant de l'expérience quotidienne des élèves*

2. *La enseñanza sobre conceptos como la dependencia, interdependencia y el Nuevo Orden Económico Internacional, en relacion con la experienda diaria del estudiante*

BANGLADESH - BCTA

Generally, students of higher stage of learning are concerned with topics mentioned in the item. Department of International Relations, Journalism and Mass communication, Public Administration, Political Science, Economics mainly deal with these issues. Through our mass media, lively discussions and debates are being held to encourage and educate students and the public about such concepts.

BRAZIL - CPB

Within the context of an education thus conceived, the concepts of dependency, interdependency and the New International Economic Order in relation to the students' everyday experience acquire characteristics of the utmost importance. The technological progress in the means of mass communication creates an interdependence among countries and peoples, and it may be considered that no man or woman today is immune from the events in the contemporary world, however far they may take place. The division of the world in rich and poor countries, in populations enjoying the benefits of development and populations deprived of social, cultural and political progress, can thus no longer be accepted by today's youth. In this context, a more equitable New International Economic Order, capable of favouring the social progress of every country in the world, takes on perspectives of a fundamental importance.

CANADA - CTF

See 1.

DENMARK - DL

For the third area of 'orientation to contemporary studies' the Ministry of Education suggests among others the following questions: Cooperation and trade relations between states. Cultural cooperation and development cooperation. Trade between rich countries and trade between rich and poor countries. Multinational companies, capital investments. The background to conflicts and war. Population issues. The fight about raw materials, energy resources. Economic and political zones of interest. The role of nationalism for the inner coherence of states and as a possible source of conflict in the international society. Social, religious and ideological circumstances.

ENGLAND - AMMA

Students gain a more thorough insight into problems if their knowledge goes from the particular to the general. Study of the economic, geographical, educational, human problems of one small village enables students to see the problems of a large area better, as their understanding grows. Younger pupils will understand more from small scale examples but can add to their understanding as they mature. Care is needed throughout to ensure that political overtones are either avoided, or both sides explained, so that students are not given a biased view of any situation. Young people are naturally idealistic and hate injustice, so the problems of people less fortunate than themselves appeal to them directly and they are eager to learn of the reasons and the possible solutions.

- NATFHE

See 1.

- NUT

See 1.

FIJI - FTU

Make character training an integral part of education in all schools. Put emphasis on religious education. Include subjects such as International Brotherhood, Humanism, and Co-operation through Friendship.

FINLAND - OAJ

The New International Economic Order can be taken into consideration in teaching, starting from the point that Finland took part in the adoption of the decision in the U.N. in 1974.

GERMANY - DL

Pupils should learn that the welfare and soundness of economic and social affairs in the developing countries is as vital for the industrialised countries, as the efficiency and solvency of the industrialised countries is vital for the developing nations.

GHANA - GNAT

It is our view that students must be made aware of the dependence and interdependance of the economies of the world so that they can understand the education about international development issues and relate them to national and international politics.

INDIA - AIFEA

This is welcome.

IVORY COAST - SNEPPCI

Suggestions (suite). Introduction dans les programmes scolaires et extra scolaires d'entretiens sur la dépendance, l'interdépendance en les illustrant par des exemples tirés de l'expérience quotidienne des élèves et en rapport aussi avec les conditions géographiques historiques, sociales, culturelles et politiques. A l'école primaire, la notion de dépendance et d'interdépendance peut s'appuyer sur l'examen des conditions qui favorisent, compliquent ou rendent impossible la satisfaction des besoins vitaux de tous les jours. Par exemple, entretiens sur la provenance des articles de consommation courante (alimentation, habitat, vêtement, sécurité, infrastructures diverses...). Au niveau secondaire et supérieur, l'étude de l'évolution des coûts des produits de base par rapport à ceux des produits d'importation est utile quant à l'instauration d'un nouvel ordre économique. Etude des augmentations des salaires, de la diminution des heures de travail, problème de la sécurité sociale, rappel de la solidarité internationale et nécessité d'appliquer les principes de l'équilibre mondial.

JAPAN - JEA

(2.4.5. combined). The New International Economic Order is, in a word, a joint declaration of developing countries seeking the rules for more equitable distribution of the wealth of the world. Since the adoption of NIEC by the special "economic" session of the UN General Assembly in 1974 the share of the South in the distribution of the wealth of the world is gradually increasing as a result of various dialogues that took place between the developed and developing countries.

We must, however, not forget to teach, at the same time, the emergence of the North-South problem and disparity of development stage among developing countries themselves. It is expected that the World Bank, Unesco, the ILO, etc. will continue to awaken world public opinion to international development issues by publishing survey reports on the conditions prevailing in developing countries. It will be useful for the schools to use as subtextbooks the pamphlets and other publications published by the Ministry of Foreign Affairs, the Ministry of International Trade and Industry, the U.N. agencies.

- JTU

Although a certain knowledge about dependence, interdependence and the New International Economic Order are taught, it is far from education to make students understand the concepts and to make them grow into sovereigns who assume responsibility of self-determination and equality of races; peace and disarmament; and social progress of all human beings. That is because the Government exercises strict control over curricula. We think it important to teach about such concepts relating them to the everyday experience and autonomous activities of students. It is also important to make such a teaching with definite teaching materials, for example, on economic dependence on the United States as seen characteristically in the visits of successive Prime Ministers of postwar Japan to the U.S. Presidents -- it is just like a courtesy call of retainers to feudal lords; on non-reciprocal teaching relationship between Japan with less natural resources and other countries with full of natural resources; and on unstable oil policy of Japanese ruling class affected by the establishment of sovereignty of oil-producing countries and domination of major oil companies over market.

LEBANON - SEEP

Création d'un réglement d'ordre économique entre les peuples riverains à l'instar du Marché Commun: première étape. A la lumière de cette expérience, collaboration entre tous les peuples: second étape. Par exemple, les pays d'Europe orientale, occidentale, pays arabes, d'Amérique du nord, du sud.

MALAYSIA - NUTP

The NIEO is being mentioned a great deal. It would be taught or rather dealt with in Civics, and in General Paper Studies in the upper forms and at university level.

NEW ZEALAND - NZEI

Again this is taken at the secondary school level. However, it does impinge on some areas of the Social Studies programme in the intermediate classes (i.e. 11-13 year old children). Here a comparison of overseas life styles with those in New Zealand is an important part of the study.

NIGERIA - NUT

This has been done effectively in the upper classes in secondary schools and other higher institutions of learning. A lot more has to

be done comparing nations particularly developed and developing countries, making reference to areas of assistance.

NORWAY - Norsk Laererlag

The need of a new economic order can be taught by documenting how high inflation rate, rapid rise of production costs, frightening number of unemployed workers - problems in both developing and developed countries - are affected by the economic systems over the borders. The way one country deals with the problems decides for others. A bad result as a cause of this will affect the first country again. The rise of oil prices is a good evidence of the interdependence between the countries. But a moral approach to this documentation is necessary to be convinced of the need of a new deal. The people in the industrialized part of the world must realize that they have no right to get more wealth on the costs of peoples elsewhere.

- Norsk Lektorlag

The teaching about the concepts listed here should be linked with specific examples of how goods and commodities are produced, transported and sold or consumed. Problems of distribution, of production, of marketing and use should be discussed. Prices of goods and services, expenses like freight, customs, taxes. The traditional trade patterns between industrial countries and developing countries.

PHILIPPINES - SMP

Integrate the concepts in updated social studies courses blended with re-evaluation, re-orientation if called, for cultural values.

REP. OF KOREA - KFEA

We should educate all youth to practise cooperation, promote the concept of education for development by including in all curriculum development and assist students toward comprehending their responsibilities with regard to the interdependence of individuals, groups and nations.

REP. OF SOUTH AFRICA - ATASA

No attention is paid to these aspects in our curricula.

SCOTLAND - EIS

A depressing view is becoming conventional in the West that, as new microprocessor technologies develop, there will not be sufficient jobs in future in highly industrialised countries to go round and that education systems will accordingly have to prepare young people for a life in which they cannot hope to secure permanent employment. Even the Organisation for Economic Co-operation and Development (OECD) which was established "to help promote the sound and harmonious development of the world economy and improve the lot of the developing countries, particularly the poorest", subscribes to this extraordinary defeatist attitude. A more constructive and profitable approach would be to consider how the resources of the old world can be used to provide capital equipment as well as the technology and technical assistance the third world needs to improve its living standards, to the advantage

of both. This does not mean exporting the developed countries' unemployed manpower, of which the third world has more than enough of its own, but utilising manpower in the West that would otherwise be unemployed in order to provide the infra-structures which the developing countries cannot provide for themselves and which they need as a basis on which to build their own economies and growing markets for international trade.

This said, it immediately becomes apparent that what one is arguing for is not an educational programme but a political one and that is not the business of teachers or their associations. The weakness of the WCOTP approach is that it confuses education and politics. One must look at what is practical for teachers within their own frame of reference and one must do so in two quite separate and distinct contexts: that of the developed countries and that of the underdeveloped.

SPAIN - FETE

Es importante que los alumnos aprendan sobre la interrelación de la dependencia y la interdependencia del orden económico internacional y la vida diaria del estudiante.

SRI LANKA - ACUT

(a) Dependence and interdependence in the classroom, in the school, in the city or village, in the nation and finally in the world. (b) Advantages: good of all, help where help is needed, concern for others' rights. (c) Peace among nations, goodwill, by the acceptance of the principles of interdependence and cooperation.

SWEDEN - SFL + SL

See 1.

TRINIDAD & TOBAGO - TTTU

As in Part III - 1., the concepts and their relevance should be explained by an examination of the home country, the relationship between the urban and the rural areas, the supply of manufactured goods against the supply of food and raw material, the economic system seen as a balanced structure in which failure of one part or overemphasis on one aspect creates an imbalance which distorts and disturbs in ever widening circles. It may be possible to show for reasons discussed in (I) that the gifts of nature and the use of new technology may make it impossible for the scientifically backward or poor in natural resources, or too small in size to produce the commodities or the men and women who can help their countries to a satisfactory standard of living judged by today's standards. Students can be led to see the benefits of cooperation against those of competition.

UNITED STATES - NEA

See 1.

YUGOSLAVIA - VSSJ

(2. & 3.) While analysing the relevant categories such as freedom, economic independence, cooperation, aid, affiliation to regional and international systems, certain clarifications are necessary, especially from the position of whose interest is being served, if it is not all just a facade for new forms of political and economic pressure, cultural imperialism and so on. It is more difficult to achieve this in countries which belong to political blocs. What is important in the present situation are the attempts to find solutions to different interests and conflicts through negotiations and not by means of war. That is why all this is connected to the universal struggle for peace and the struggle for just social relations. The active participation of students and youth through the international movements for peace is welcomed in the light of all this.

3. *Linking 'education for development' and 'development education' to multicultural education and to education on such universal concerns as peace and disarmament, the environment and human rights.*

3. *La liaison entre "l'éducation pour le développement" et "l'éducation en matière de développement" avec l'éducation pluriculturelle et l'éducation portant sur des sujets d'intérêt universel tels que la paix et le désarmement, l'environnement et les droits de l'homme.*

3. *La vinculación entre "la educación para el desarrollo" y la "educación del desarrollo" con la educación pluricultural y la educacion sobre cuestiones de interés universal, como la paz, el desarme, el medio ambiente y los derechos humanos.*

BANGLADESH - BCTA

With the development of human knowledge and understanding the vast 'cosmos' is gradually becoming closer and nearer to us. After witnessing at least two devastatingworld wars and subsequent establishment of the U.N. in 1945 to save mankind from the scourge of war, the people of the global village are now thinking in terms of development and not of destruction. And this thinking of peace loving people of the nations is the result of expansion of education which is humanitarian in nature.

Education has changed the basic outlook of men and because of this change they now think that knowing and understanding the diversent systems of education and cultural heritage will help people to think in terms of one humanity. We are living in a world of tension which is mainly caused by conflicts of nations. It is because of rilvalries for world supremacy of big powers. The world cannot be free from this evil unless we can create a sense of respect for various civilisations and cultures. It is education which can play a vital role in this respect. Students in college and university classes are given a fair idea of peace, disarmament and such other concepts which help them to link education not only for development but for global understanding.

BRAZIL - CPB

Thus, "education for development" and the teaching of subjects related to development must include questions such as peace, disarmament, environment and human rights. Development must be a complete process if it is to be human. A development exclusively centred on one aspect, the economic aspect for example, is, therefore, inconceivable.

CANADA - CTF

See 1.

DENMARK - DL

Within the subject "orientation to contemporary questions" the ministry has proposed several areas of concern-themes that related to the questionnaire Part II and III. Global aspects of production of the welfare state: The distribution of wealth between different countries of the world. The pattern of production in developing countries and developed countries. Trade between developing and developed countries. The use of resources in global perspective. Raw materials and consumer goods. Industrialization, the western pattern, and the cultural traditions, possibilities and problems of the third world. International cooperation. Bilateral and multilateral aid possibilities and problems. The world opinion and economic forces. Mutual dependence between rich and poor countries. Some other possible issues within area 3 of "orientation to contemporary studies" are: The resolution of conflicts: attempts to solve conflicts or limit such by economic, diplomatic or military means. Initiatives for the settlement of disputes through the UN Security Council, the peace keeping forces. Protection of human rights. International organisations for promoting peace. Disarmament attempts in the past and today.

ENGLAND - NATPHE

As has already been indicated most of the initiatives which are already occurring in this country are taking place as part of multicultural education programmes.

- NUT

Britain is a multiracial, multicultural society and teachers aim to encourage in their pupils social awareness and respect for different cultures which will enable them to respond imaginatively to the challenges which lie ahead. It is particularly important to counter racial stereotypes and misleading information about other cultures which feed prejudice; accurate and well-informed teaching about other countries and their peoples' achievements will foster international understanding and mutual respect.

FIJI - FTU

Put a stop to immoral, violent and sex provoking films and literature. Aim at developing the child totally and not in isolation, e.g. giving only academic education.

FINLAND - OAS

One essential point of the education of internationalism is the policy of neutrality officially advocated by our country and the full acceptance of human rights.

GERMANY - DL

Meeting children of migrant workers in and outside their classrooms and dealing with their cultural backgrounds might be the first step to a 'multi-cultural education' of native pupils. The next step usually is a strictly intellectual one, but asks for imagination and creativity: the problems of living in a jungle village is far beyond all the experience available. The need for cooperation between North and South and the understanding that the present problems in the North-South relations will be much more important than the problems in the East-West relations will lead to a broad understanding of the universal concerns of humanity.

GHANA - GNAT

This question of linking 'education for development' and 'development education' should be a focal point of the curriculum of developed countries. The students should be made to find out to what extent developing countries derive benefits from the development of arms by the developed countries which derive their wealth from dependence on developing countries.

INDIA - AIFEA

Such linkage will not only lead to the development of the Third World but will promote international understanding and peace.

JAMAICA - JTU

See 1.

JAPAN - JEA

Equities are being sought in individual countries as well as in the international community. Development education should not be a passive act of developed countries to cooperate with the development of developing countries but should be a positive expression of the willingness of the developed countries to help develop the developing countries. The developing countries should, in turn, open up their cultures through the education for development and endeavor to absorb international culture. This dual action on the part of the developed and developing countries will pave the way for real international understanding and world peace.

- JTU

Although knowledge on such topics is required to teach to a certain extent, it is weak under the governmental control over curricula to link development education to education on such universal concerns as peace and disarmament, the environment and human rights. In 1974, JTU made public principles to aim at international solidarity and reconfirmed inseparable relationship between peace and human rights; education for international understanding. At present, JTU thinks that development education is inseparably related to disarmament, education

for peace, education relating to human rights, apartheid, education against racial discrimination, education for international understanding, environmental education, etc. Teachers and adults should deepen their understanding on development and disarmament.

LEBANON - SEEP

Cela dépend des régimes instaurés dans les différents pays. Ainsi, les pays à "liberté d'expression" peuvent développer les sujets d'intérêt universel tels que la paix et le désarmement, l'environnement et les droit de l'homme, et aider à leur exécution (selon leurs possibilités).

MALAYSIA - NUTP

Again these are very complex subjects and a great deal of reading, study and thinking must be done by teachers before they feel confident enough to handle these subjects. Probably they are more appropriate for post-secondary classes and for adults. The 'environment' and fundamental human rights can be dealt with at secondary school level and in a simple form at primary school level.

NEW ZEALAND - NZEI

New Zealand is predominantly a Christian country with only small groups practising other faiths, e.g. Moslem, Bhuddist etc. Similarly, although increasingly multicultural in aspect, the West European culture is almost universal. Maori and Island cultures are increasing.

NIGERIA - NUT

This can be done by introducing free and universal secondary education. Technical Education should also be given priority. Many Nigerians are now undergoing training for middle level management. The higher they go the more the rate of enlightenment.

NORWAY - Norsk Laererlag

The world has become smaller and the world has become bigger at the same time. More people travel all over the world than ever before. People get in touch with one another. Used right this situation can turn out positive. On the other hand nationalism and racial discrimination can easily grow out of the same situation. The educational authorities and teachers should use the opportunities of population mixture to teach peace and disarmament and human rights through multicultural education. At the same time the feeling of "one world" should lead to greater knowledge of limited resources in the world. We only have this one world to share. This should also be used in the education on environment issues.

- Norsk Lektorlag

In these areas, history and civics may be the subjects which most readily lend themselves to include topics as mentioned. There should be a mutual exchange of textbooks in history and geography, perhaps also other subjects, to correct mistakes about other countries and people and increase our mutual knowledge. Newer concepts of human rights, tolerance and respect for other people's integrity must be included in all teaching materials and textbooks.

PHILIPPINES SMP

As a first step, such existing co-curricular organisations must be utilized: International Schools; the UN Associations; the Associated Schools (Unesco). Eventually, as 'development education' is better identified and specific courses tereon are developed, the "links" can be set and institutionalized.

REP. OF KOREA - KFEA

The goal of education for development or developmental education should be clearly defined based on firm and sound philosophical foundation, e.g. education for development should afford the means of achieving world peace, social justice, and human dignity. Education for economic and technical development only may pose more problems and offer no solutions at all.

SRI LANKA - ACUT

(a) World tension. Mistrust. Mad race for armaments will and can lead the world to another war. Its dangers. (b) Human rights . Loss of human rights in many countries. The exposition of the Human Rights Charter. Disarmament. Fight among superpowers for supremacy. (c) Inherant danger to world peace. Can we do something to remove mistrust in society, in the world?

SWEDEN - SFL + SL

See 1.

TRINIDAD & TOBAGO - TTTU

We see 'education for development' as short term and concerned chiefly with the acquisition of skills needed to bring about increased productivity, the upgrading of methods. We see these ideas in short term courses aimed at unemployed youth and carried out in youth camps and similar institutions. 'Development education' is long term in its objectives. It involves changes in the school curricula, in attitudes, interests and purposes of a people. Every activity of a nation is involved in the process whether in purely economic terms or in social or political terms or the adaptation of cultural modification to fuse the elements of the past and the present into a vibrant, living, modern whole.

Teachers and trainers, leaders and politicians must be aware of the conflicts inherent in the transfer of emphasis in the national effort. They must seek co-operation not conflict. It is necessary to maintain in things cultural a balanced point of view and not feel that the social customs, practices and values are always vastly superior to those which are indigenous or of longstanding.

In a multicultural society there is much scope for compromise, for revaluation, for saving that which is distinguishing and worth preserving in the face of the advance of modernity. Borrowing from this idea of compromise, of co-operation our educational programmes seek to promote the idea of the unity of the human race, that internationalism holds out greater prospects than nationalism. The international organisations operating across national boundaries must not be deterred in seeking solutions to the problems of all mankind.

UNITED STATES - NEA

Multicultural and bilingual education are given high priorities in the United States. Résources and national funding for programs of this type are available. The NEA has used and does use its influence that such programs include appreciation and understanding of other peoples and other cultures. The concerns for peace, disarmament, the environment, and human rights have for a long time had strong support at all levels in the United States.

YUGOSLAVIA - VSSJ

See 2.

FIPESO

L'éducation dont l'école a la charge doit partir de l'originalité du pays concerné et de ses réalités; mais elle doit aboutir à une conception universelle des problèmes à résoudre: en particulier l'action pour le développement de chaque pays implique:

- d'une part qu'il soit mis fin aux gaspillage des resources et des énergies dilapidées dans la course aux armements, ce dont les pays en voie de développement sont les premières victimes;
- d'autre part que le respect des droits de l'homme, selon la déclaration universelle adoptée par l'ONU assure effectivement le droit de chaque pays et de ses habitants à la vie, à l'indépendance et à l'identité culturelle.

4. *Teaching about bilateral aid and its implications.*

4. *L'enseignement concernant l'aide bilatérale et ses répercussions.*

4. *La enseñanza sobre la ayuda bilateral y sus implicaciones*

BANGLADESH - BCTA

In these days of interdependence, it is an accepted fact that no nation can prosper without the support and help of other nations. Help is welcome for development of the economy of the help-seeking nation. However, before accepting foreign aid, a nation must consider the implication of this help on its national prestige. Help with stringe or conditions must be avoided. We are teaching our students that we need help to build our war-ravaged economy but we are also teaching them to remain ready for any sacrifice, rejecting help from foreign countries if it jeopardizes our national image.

BRAZIL - CPB

Bilateral assistance is linked to the interdependence among countries. The teaching of this problem cannot omit to examine the sources and objectives of the bilateral assistance in question, so that it may be beneficial, rather than become an instrument in the hands of developed countries, to the detriment of developing countries.

DENMARK - DL

See 1.

ENGLAND - NATPHE

Certainly more needs to be done to convey to students and to the general population the nature of aid and development budgets in relations between developed and developing nations.

- NUT

See 1.

FIJI - FTU

No aid should have any strings attached to it. More aid should come for education for development from developed countries to developing countries in the field of teacher training for Pure Sciences, Technical and Languages.

FINLAND - OAJ

One basic condition to bilateral aid must be that both parties consider it to be beneficial.

GERMANY - DL

Since an active interest of pupils in development problems can be gained in an exemplary manner and by means of an actual issue, this may well lead to the wish to take up correspondence with people in the region concerned. Such special activities of pupils may be roused on many occasions.

GHANA - GNAT

For consideration to be given to the topic 'Teaching about bilateral aid and its implications', the student should consider the following questions:

(a) Can developing countries develop without aids? If the answer is in the affirmative, they should explain how this can be done.

(b) Under which conditions should aid be given and received? Examples are:

- the proper use of aids
- means to enhance proper use of a particular aid
- linking aids with the question of right of independence of a country.

INDIA - AIFEA

This is welcome.

IVORY COAST - SNEPPCI

Cet enseignement est utile et nécessaire pour une meilleure connaissance des hommes et le renforcement des liens d'amitié. Suggestions: travailler sur des exemples précis de pays qui pratiquent l'aide bilatérale. Mener une action vigoureuse d'information auprès des ressortissants des pays concernés en vue d'atténuer ou enrayer l'hostilité parfois systématique de l'homme de la rue. Il est porté à croire que l'aide bilatérale est une décision théorique, politique, prise au sommet, une affaire entre dirigeants et qui n'a rien à voir dans ses rapports avec les étrangers.

JAMAICA - JTA

See 1.

JAPAN - JEA

See 2.

- JTU

Teaching about bilateral aid and its implications is made in Japan as a means to justify the government policy. From the viewpoint to eliminate leftovers of imperialism and old and new colonialism and to promote peace and social progress of all human being. JTU considers that disinterested mutual aid should be positively promoted. Therefore, JTU thinks it important to teach on the facts of bilateral aid in connection with the task to establish peace, disarmament and New International Economic Order.

LEBANON - SEEP

Création de commissions mixtes entre les différentes organisations. Elaboration d'un calendrier-programme d'aide dans ce domaine.

MALAYSIA - NUTP

Quite valuable. Can be done via Economics and the pros and cons can be woven into language lessons - debating lessons for example.

NEW ZEALAND - NZEI

We take an active interest in helping or supplying aid to countries overseas by means of Red Cross, Corso, V.S.A., World Vision, and through the Church's missionary work. This is rather more incidental to the whole Social Studies programme than an integral part of the curriculum.

NIGERIA - NUT

Teaching about bilateral aid should normally be considered as of priority in our institutions. No nation can live in isolation, and students should understand this. Since this has political implications emphasis should be placed on the explanations of such implications with particular reference to international diplomacy.

NORWAY - Norsk Laererlag

Teaching about bilateral aid, teachers should be made aware of its implications concerning dependency. Development aid must not lead to a situation where the future of the receiving country is dependent on futher connections with a donor country. We should strive to make it clear that an aid programme leads to development for both donors and receivers. Aid programmes should therefore lead more to interdependence than dependence. We must also admit that many donor countries have received more themselves in a capitalistic way than the receiving country has, although this has not been a conscious goal from the side of the donor country.

- Norsk Lektorlag

Bilateral aid is a very delicate matter to deal with in a teaching situation. Concrete examples should be given, and great care be taken

in explaining the reasons behind aid programmes. Short-term and long-term effects should be discussed, their advantages and possible side-effects: economical, political and cultural.

PHILIPPINES - SMP

The Colombo Plan can perhaps be used as some kind of pattern or model.

REP. OF KOREA - KFEA

Mutual understanding, economic cooperation, friendly relationship, world peace - these, in substance, represent the contents that should be incorporated in the school curricula. Education should strive to produce citizens of the world.

SCOTLAND - EIS

One must look at the realities of the present situation to put the issues in perspective. Throughout history the poor have been exploited by the rich, the weak by the strong. But slowly, almost imperceptibly, we make progress. Since the end of World War II and the decolonisation of Africa and Asia, Western countries have acknowledged their obligations to the underdeveloped Third World by undertaking programmes of technical aid to which they are expected to devote up to one per cent of their gross national product. It is a modest enough target and the fact that none of the advanced countries has so far come near hitting it, casts doubt on their judgement as much as their strength of purpose. For it may be argued that the economic and social development of underdeveloped countries is in the Western countries' own enlightened self-interest.

SRI LANKA - ACUT

(a) The fact that some developing nations cannot expect develop without aid. Causes: years of colonial rule; exploitation of resources by colonial powers for generations.

(b) Aid - with "strings". Aid should be well utilized for development and not mainly for consumption.

SWEDEN - SFL + SL

See 1.

TRINIDAD & TOBAGO - TTTU

In our experience the use of bilateral aid is at its best a good and laudable idea. We note that it is a special and urgent attempt to meet a situation that cannot wait for the ponderous machinery of an international approach to problems especially when the problems may be limited to a poor and perhaps backward country.

Bilateral aid is hardly ever altruistic. Often the aid given is publicised: not much is said about what is required in return. Bilateral aid is limited and its implications are many and serious. For example, bilateral aid to a very poor country may be the beginning of an economic intrusion that may lead to the loss of economic freedom. The forms of aid. In the time of national disaster outright gifts of

money, goods, services. This is a very short-term use of the idea of aid. On a longer run we have such aids as loans, credits, entry into markets on favourable terms, the financing of services lacking, e.g. technologists, training of technicians for various fields so that in the course of time local skills may be available to deal with local problems. Comparison of the benefits to be derived from bilateral aid on the one hand and multilateral on the other.

UNITED STATES - NEA

Teaching about bilateral aid and its implications is not common in the schools of the United States.

YUGOSLAVIA - VSSJ

Bilateral aid is not something which could be avoided, but it is usually coupled with dangerous political concessions. That is why cooperation between a much larger number of countries and offering aid to developing countries and all others who require such aid is a much better prospect.

5. *Teaching about the international development system (the United Nations Development Programme, the World Bank, Unesco, the ILO etc.), its goals, its record and its problems.*

5. *L'enseignement concernant le système de développement international (Programme des Nations Unies pour le développement, Banque mondiale, Unesco, OIT, etc.), ses objectifs, ses réalisations et ses problèmes.*

5. *La enseñanza sobre el sistema de desarrollo internacional (el Programa de las Naciones Unidas para el Desarrollo, el Banco Mondial, la Unesco, La OIT, etc.), sus logros y sus problemas.*

BANGLADESH - BCTA

In subjects of study like International Relations, Journalism and Mass Communication, Public Administration, Political Science, Economics at degree and post-graduate levels, these issues are taught. The role of the World Bank providing financial and technical assistance to member nations, Unesco's activities in the socio-cultural upliftment around the globe, ILO convention safeguarding the dignity of labour of the working class, employee-employer relationships and settlement of disputes and how far these organisations achieve success in their respective fields are the topics of learning included in the curricula of higher stage of education in Bangladesh.

BRAZIL - CPB

The problems of the question mentioned in item 5 are closely connected with political and economic pressures, as well as to the different worlds created by differences in economic, social or political development in the various countries. Decisions taken within the organs of the United Nations and determined by the greater or smaller economic power of the different groups have minimized the value of a system of international development which could be more positive for humanity.

CANADA - CTF

See 1.

ENGLAND - NATFHE

Too often teaching about international agencies concentrates on the promotion of their role rather than a real examination of the problems they face, and the degree of success which they have in coping with them.

- NUT

See 1.

FIJI - FTU

Each agency of UN should prepare a kit so that the teachers in all the affiliated countries are able to teach about them. Subjects like History, Geography, Politics, Civics should correlate teachings about the UN and its agencies. Many of our youths and students of secondary school know very little about the UN and its agencies.

FINLAND - OAJ

These issues are handled within the curriculum of the gymnasium. The issues should in all countries be contained in the educational plan.

GERMANY - DL

Teaching about the international institutions should not begin until the pupils are in the 16 - 18 age group.

GHANA - GNAT

Students should know all about such systems and the impact they have on the international scene. Since their organisations involve so much expenditure, students should have no doubt in their minds as to whether it is worthwhile maintaining them.

INDIA - AIFEA

Good and necessary.

IVORY COAST - SNEPPCI

Cet enseignement doit faire une large place à l'étude critique des programmes, des moyens d'action et des bilans en vue de rentabiliser les actions futures.

JAPAN - JEA

See 2.

- JTU

In Japan, international development system, its goals, its record and problems are required to teach to a certain extent. In many cases, teaching on those topics is confined to communication of superficial and scrappy knowledge on them. It is far from such a teaching as to

make students understand historical meaning of them and to make students acquire the ability to be the support and driving force of future world. JTU fundamentally supports commentary on the theme written by WCOTP Secretary General, John M. Thompson that education has a vital role to play in the creation of the climate in which development on a global scale can prosper.

Attaching also importance on historical and international role of international peace and development system in the contemporary world, we think it important to teach on the system in accordance with the stage of development of children and in connection with democratic living and activities of children themselves.

JAMAICA - JTA

See 1.

LEBANON - SEEP

Calendrier-programme d'aide. Eviter l'aide financière. Envoi d'experts par les différentes organisations pour assurer et assumer la responsabilité de l'aide envisagée.

MALAYSIA - NUTP

It is already incorporated in the Civics syllabus. However, it all depends on how much 'breadth and depth' the teacher is capable of and pupils are interested in obtaining.

NEW ZEALAND - NZEI

The work of these agencies is usually covered later in the school system, although the role and function of Unesco and a limited number of the other United Nations agencies might be taken at the Form 2 level.

NIGERIA - NUT

It is very essential. This is normally done in this country.

NORWAY - Norsk Laererlag

Because the international development systems most often have laid down their goals on the basis of their own concepts of the problems, the results have not been as good as they were intended to be. To solve such implications it is necessary to start all development programmes from inside the development country itself to insure a nonprofit approach.

- Norsk Lektorlag

Teaching about the UN and its specialized agencies is included in our school curricula. The same applies to other international movements and organisations, such as International Red Cross, Save the Children, etc. Many schools have established international contacts through the information services of those and other organisations (SOS-villages, World Wildlife Fund, Peace movements). Projects may be carried out by schools, groups or individual pupils, where international relations including development education play a major role and increase our understanding of mutual respect and interdependence. WCOTP may join in this work by actively

encouraging worthwhile education projects and act as a catalyst in forming connections between member associations in various countries and at different levels of development.

PHILIPPINES - SMP

No method would be better in this connection than the problem case study method coupled with the chronological-historical method for a background.

REP. OF KOREA - KFEA

In Korea the international development system such as UNDP, World Bank, Unesco and ILO is taught at all level of school but the influence of these organisations on the students is on the wane in this age of re-establishment of world order.

SPAIN - FETE

Creemos beneficiosa la enseñanza sobre el desarrollo internacional, sus logros y sus problemas.

SRI LANKA - ACUT

What UNDP stands for. Its work so far, its aims, its programmes. Very little achieved sofar for developing nations due to the reluctance of developed nations to part with wealth. World Bank - IMF. Unesco - all its educational goal and achievements. ILO - labour laws, order, great achievements.

SWEDEN - SFL + SL

See 1.

TRINIDAD & TOBAGO - TTTU

Method of dealing with the international development system. We propose seeing the special agencies concerned with development through their work in our own country. We look at our problems, evaluate them and then see what aid we have drawn from the UN. From this example we discuss the aims of those agencies whose main areas of activity have to do with development. For example in the field of education and technical training and how the work of Unesco relates to this. The financing of part of the school building programme by a loan from the World Bank. With changes in the labour situation the growth of the trade union movement became very important. This country owes much to the help of the ILO. Trinidad and Tobago are small islands. The exploitation of its fishing and the mining of petroleum and gas in its territorial waters have significant effects upon the economic development of our territory. In such a case we teach the importance to us of the proposal for a new economic order and the law of the sea as it relates to the mining of the sea bed and the economic zone.

UNITED STATES - NEA

The teaching about the United Nations system and the international development system is growing more prevalent in all areas of the United States. Teacher organizations such as the Michigan Education Association -

an affiliate of NEA - have long cooperated with the United Nations Association and have promoted the programs of the UN. The NEA cooperated with the United Nations Association of the United States and has published several pamphlets for national distribution. Its most recent pamphlet, ABC's of the UN, will be followed by Teaching Suggestions About the UN, and this will be followed by five pamphlets on developing countries and what can be done in the area of cooperation.

YUGOSLAVIA - VSSJ

Youth and adults should be informed about the major programmes of the UN, Unesco, the activities of the World Bank, etc and the scope of those, and they should be informed of the possible negative political implications as well. This will contribute to a better understanding of the whole world, its complexities and the existing realities which cannot be overlooked. Special importance should be attached to the concept of military "aid" which manifests itself under the pretext of the defense of freedom. While it may defend from threats coming from certain quarters it might well lead to dependence on some other countries.

6. *The role of WCOTP in further promotion of all three aspects of the theme.*

6. *Le rôle de la CMOPE en continuant de promouvoir ces trois aspects du thème.*

6. *La función de la CMOPE en la promoción de los tres aspectos del tema.*

BANGLADESH - BCTA

During the 28 years of its glorious history, WCOTP is playing a laudable role protecting professional and trade union rights of persons in the teaching profession, enhancing the cause of quality education and successfully cementing international understanding, cooperation and friendship throughout the globe. It is a dynamic organisation and hopes to maintain this characteristic serving the cause of education. It has a campaign that education should be treated as 'investment', how it could be related to national development and what role education can play to see this world of ours free from tension and strife. In order to convince people of its capacity WCOTP propagated the idea that "War is not the solution, wisdom of mankind to win over war is the expectation". In materialising these aspects of the theme, some teacher organisations, particularly in developing countries, may find organisational difficulties or a non-cooperative attitude of the government with teacher organisations. We believe this world body of ours can exert more pressure on governments either directly or through cooperation with other international organisations, UN, Unesco, ILO. In respect of certain issues, eradication of illiteracy, population education, WCOTP can increase its assistance and financial help to needy teacher organisations but to do that wisely, it must find out the priorities of need.

Education is a sine-qua-non for development. But for real develop-

ment of nations quality of education and working condition of teachers must be improved. This is a gigantic task for any nation. WCOTP can minimize this through a constant campaign for larger allocation of money to national budgets for education, cutting the amount from the defense sector. But to minimize expenditure on armaments, nations must feel secure and WCOTP may take further initiative to educate people in this regard.

BRAZIL - CPB

Considering the three aspects of the theme discussed in this questionnaire and their promotion, WCOTP assumes a role of fundamental importance as an international organisation, capable of promoting the study and debate of the different themes, as well as encouraging and stimulating international relations, bilateral assistance, in the context of education as a factor of transformation and of social progress.

CANADA - CTF

As the largest group of educated, professional workers, and as the group which for decades has insistently professed its dedication to the improvement of the human condition through education, the teaching profession cannot be silent on these issues. This, surely, is the role of WCOTP (question 6) - to provide a forum in which, through open debate, teachers of the world can arrive at concensus on the directions which education should seek to impart to the process of development.

ENGLAND - NATFHE

The role of WCOTP as a clearing house for information and assistance to teachers in developing countries could be expanded, provided that more resources were available.

- NUT

See 1.

FIJI - FTU

As far as information about the actual situation and experience in a country is concerned, WCOTP should take some research projects to determine the shortcomings in its member countries. Having determined the shortcomings, WCOTP should try its best to take deputations to these countries and try to rectify the situations. WCOTP should ensure that all signatories of ILO Convention should abide by the ILO Recommendations on the Status of Teachers. WCOTP should when requested assist its affiliates in negotiations to seek better pay, service conditions and other professional concerns.

FINLAND - OAJ

WCOTP should emphasize in its statements that the contents and attitudes in teaching should be developed and not so much emphasis on a subject called education for internationalism or development. On a national level the curriculum could be best developed like this. The attitudes of teachers should be influenced in the pre-service training.

GERMANY - DL

Go ahead, WCOTP!

GHANA - GNAT

For further promotion of all the three aspects of the theme, WCOTP has a role to play. There should be systematic efforts made to member countries to accept the idea as a tool of curriculum development; to awaken interest in the concept of developing curriculum through regional workshops, seminars and support the development of curriculum materials; to solicit the support of international agencies in the propagation of the concept.

INDIA - AIFEA

Its role is central and crucial.

IVORY COAST - SNEPPCI

Par sa dimension mondiale et son dynamisme, la CMOPE a su créer le réseau de relations qui convient à sa mission et qui lui permet de valoriser dans la diversité ses interventions aux niveaux international, régional et national. En continuant de promouvoir ces trois aspects du thème de la présente assemblée, la CMOPE fait oeuvre utile. Pour sa part le SNEPPCI souhaite que les programmes de formation dans les pays en développement s'intensifient.

JAMAICA - JTA

WCOTP can continue to assist with teacher education emphasizing these vital issues as well as provide initial personal contact and act as a clearing house for interested schools and countries.

JAPAN - JEA

It is often pointed out that trade unions tend to insist on rights and to neglect their obligations and responsibilities. In a similar manner, education for development should be promoted in the spirit of self-help and self-control in the international society and in pursuit of the common goal of the mankind under a national consensus. It is expected that WCOTP will play a major role in the new international project to promote education for development and development education from the point of view that development is the obligation and responsibility of all mankind.

- JTU

In the first place, WCOTP should promote popularization of various documents, in particular, those concerning education, adopted and confirmed by international organisations including United Nations and Unesco. In the second place, WCOTP should organize exchanges and discussions on experiences of national teachers' organisations and difficulties encountered by them in the realization of those principles. In the third place, an issue "to humanize education" has become a subject of the day under the existing circumstances that such a development policy as to identify modernisation with industrialisation has caused serious problems both in industrialised countries and in developing countries.

At the earliest possible opportunity WCOTP should examine the possibility to organize forum to deepen the understanding of teachers on the value of education itself and on the value that should be realized through education.

LEBANON - SEEP

La CMOPE devrait s'occuper de promouvoir l'enseignement dans les différents pays surtout sous-développés. Durant les congrès, il faudrait envisager des rencontres entre pays développés et sous-développés qui aboutiraient à la création de commissions mixtes pour envisager une aide appropriée.

MALAYSIA - NUTP

WCOTP can help to achieve many of these objectives by: (a) preparing simple reading materials in English and local languages; (b) circulating lists of books, periodicals and inexpensive and free materials that can be used to teach about the UN and related issues; (c) preparing pamphlets showing how teachers can tap the newspapers and media generally for classroom work; (d) advise member organisations as to how they could effectively participate in such programmes by giving examples drawn from other countries where teacher organisations are involved in the planning, preparation and implementation of educational development.

NEW ZEALAND - NZEI

We see the role of WCOTP to be one of co-ordinating the three aspects of the theme, and the supply of up-to-date material from member organisations. Material suitable for wide distribution, e.g. the NZEI production "Towards a Global Community".

NIGERIA - NUT

WCOTP assists teacher associations to professionalise their rank and file and at the same time to understand the fundamental rights of teachers. The problem in this country is still mainly that the majority of teachers require basic professional training. It is basically essential to raise the standard of teachers so that they can understand better and hence deliver the goods better.

NORWAY - Norsk Laererlag

Realising that education can do a great deal to solve many of the problems concerning development, WCOTP with member organisations all over the world can do a great deal by bringing teachers together in different ways, by promoting bilateral and multilateral aid programmes, by informing them of the situation in other parts of the world, and in many other ways. On their side the member organisations should consciously use WCOTP to coordinate their work in development matters.

- Norsk Lektorlag

In our opinion, WCOTP should not establish a separate development agency, but may have a very important part to play in actively engaging itself as a mediator in the work already undertaken by national and

international development organisations, and offer its services and willing cooperation whenever and wherever possible. As a factor in development, education may give us the necessary gackground information of methods employed and experiences gained by the individual nations. WCOTP may collect such background information from its members and distribute it again amongst them for international benefit. Similarly, education secures the scientific and practical skills necessary for the progress of the nations as they develop their potentialities. Also in this field, WCOTP may serve as a pool for exchange of experiences and information. The needs of developing countries are manifold, and change in quality and quantity from one nation to another, from one region to another. Within this field maybe WCOTP can become a very valuable instrument as an exchange operator. WCOTP may act as a mediator between two countries having bilateral relations, and in multinational and worldwide programmes as well.

Finally, as an information pool of teaching programmes from all its member countries on education about international development issues, WCOTP may develop into a valuable partner in the general work for greater understanding, peace and goodwill among nations.

PHILIPPINES - SMP

Whenever education is viewed as a factor of/for/in development, the teacher comes to the forefront as the primary agent of this education. If and when the teacher is properly harnessed, so to speak, then the vehicle - in this case, education - can "start rolling". WCOTP as an umbrella organisation can serve as a channel to inspire its member organisations and their respective constituencies to arise in concerted action in the attainment and promotion of the theme and its objectives.

REP. OF KOREA - KFEA

WCOTP will not be the truly international and effective movement its founders wanted it to be unless and until it clearly defines the goal of international development for its members and puts forward some measures of implementing it. WCOTP should promote a much greater spirit of international understanding and solidarity among the members so that not only WCOTP becomes a more effective international organisation, but also each affiliate of WCOTP will be a more powerful force within its country for making education relevant to present day needs of education for development.

SCOTLAND - EIS

The problems in other developing countries are similar. They call for technical assistance of all kinds, including that of teachers. Such assistance is usually given at governmental level. Instead of resorting to questionnaires on the issues, which is like anatomising poetry, and seeking solutions to problems which are beyond its competence, WCOTP might do better to concentrate on what practical help the Confederation and affiliated organisations can give to teachers in the developing countries in organising strong and viable unions which could play their full part as partners of the education authorities in building up a progressive education service suited to the distinctive needs of their own society and economy.

SPAIN - FETE

Creemos que la CMOPE debe servir de puente entre los paises desarrollados y los paises en desarrollo para promocionar el espíritu de colaboración, comprensión e intercambio mútuo en todos estos temas.

SRI LANKA - ACUT

WCOTP should continue its work in educating national members on priorities of developing nations to use education as an important link in the development process. Highlighting the needs of developing nations caused by poverty, malnutrition and illiteracy as against the achievements of developed and industrialised nations. WCOTP publications - Echo, Press Releases, letters should continue to spotlight international development issues, economic issues to stimulate member unions for greater involvement in using education to the maximum for development.

SWEDEN - SFL + SL

WCOTP has a very important mission to transform the exchange of experiences between different countries as it has a well developed organisation of contacts almost all over the world. By this WCOTP not only has an obligation but also great possibilities to support the development of the education in the third world. One of WCOTP's tasks is to act as a co-operating and effective organ to establish contact between the teacher unions in different parts of the world. Otherwise difficulties might arise when building an administrative system for bilateral contacts. Through WCOTP's efforts the connections and solidarity between the teacher unions all over the world will be stronger, and there will be possibilities to strengthen the teachers' professional role which in time will lead to a development and give better working conditions for the teachers in his profession.

SWITZERLAND - SLV

First of all a piece of hopeful wishing: the theme resolution of the Assembly should not exceed 120 words. Secondly we must consider that as teachers we must see to it that we remain experts in teaching, specialists in general education. We are only able to be that if the government leaves us, in the frame of its legislation, as much freedom as possible. Thirdly, we must, therefore, see to it that the school is neither used as the instrument of the politicians nor as the one of public opinion to mend the pending problems of modern life and the world.

TRINIDAD & TOBAGO - TTTU

The role of WCOTP in the further promotion of all three aspects of the theme should be: (a) to summarise and develop the arguments presented for dissemination not only among member organisations but also among the countries represented by delegates; (b) to see how far it can influence the co-operation of long-term development planning (economic) with curricula in secondary schools, technical schools and teachers' colleges; (c) to urge members to find ways and means of getting research programmes aimed at gauging the best methods of integrating work in schools with national economic demands and objectives; (d) to set up a committee or organize a seminar to produce guidelines or a series of

suggested programmes for spreading the gospel of development education both in the formal and informal teaching situations.

UNITED STATES - NEA

WCOTP has a role to inform all member organizations of the problems and the needs of education in each of the countries and to promote, through the United Nations system and through other international bodies, greater aid for organizations that need the help. It should also urge its member organizations to provide bilateral and multilateral aid to teacher organizations that need the aid. We are all interdependent.

YUGOSLAVIA - VSSJ

Our Trade Union organisation supports all sincere initiatives whose aim is to solve in a more rapid and more favourable way the economic problems of the less developed countries. In this context our Trade Union organisation supports the research undertaken by WCOTP, supports the exchange of ideas and experiences and other political activities which will be offered general support.